

DOCUMENT RESUME

ED 347 274

CE 059 030

TITLE MBEA Today. Volume LVI. Issues 1-5.
INSTITUTION Michigan Business Education Association.
REPORT NO ISSN-0892-9831
PUB DATE 91
NOTE 66p.
PUB TYPE Collected Works - Serials (022) -- Reports -
Descriptive (141) -- Viewpoints (Opinion/Position
Papers, Essays, etc.) (120)
JOURNAL CIT MBEA Today; v56 n1-5 Sep 1990-Sep 1991

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Business Education; *Computer Software; *Educational
Legislation; Elementary Secondary Education; Federal
Legislation; *Keyboarding (Data Entry); Office
Occupations Education; State Legislation; *Teaching
Methods; *Typewriting; Vocational Education Teachers;
Word Processing
IDENTIFIERS *Michigan Business Education Association

ABSTRACT

This packet contains five issues of "MBEA Today," the official publication of the Michigan Business Education Association, issued from September 1990 through September 1991. Articles in issue 1 include the following: "MBEA Presents Position Statements to Michigan State Board of Education" (Ann M. Remp); "Adult Education: Some Personal Perspectives" (Joyce Silagy, Saundra Mull); "The Teacher's Role in Recuriting Students" (Lili Kivisto); and "State Update" (Judith K. Berry). Issue 2 contains these articles: "Shorthand in the Medium-Sized High School in Michigan" (Gloria Sanch); "Cooperative Education Report" (Tom Benton); "Public Act 25: The Quality Package" (Ann Remp); "MBEA Today: A Case in Desktop Publishing" (Ann Remp, David G. Gore); "Business Teachers Club of Metro Detroit" (Jean Hester); "1991 Convention News" (Karen L. Norman); and "School Accreditation and Public Act 25" (Yvonne Abela). The third issue includes the following: "Teaching Children to Type" (Lynne M. Erickson); "Hypermedia" (Marilyn Burkhardt); "Recommendations for New Advisors of Vocational Student Organizations" (Darlene Salminen-Conroy); "P.A. 25 and the Annual Educational Report" (Ann Remp); and "The Herzog System in Special Education" (Linda Sottnek). In issue 4 are the following: "Strengthen Basic Skills with 'Speedwriting--Notetaking and Study Skills' Curriculum" (Jim O'Brien); "The Typewriter as an Instrument of Learning" (Marilyn Lewis); "One Big Voice" (Patricia Moody); "What BTCMD (Business Teachers' Club of Metropolitan Detroit) Is All About!" (Reva Gibson); and "Pi Omega Pi--Becoming Professional" (Karl J. Nelson). Articles in the fifth issue are as follows: "The Law Office Team" (Alice Callum); "Skill Center Accrediation: Impact on Educators and Economic Community" (Interviews with Ronald Wroblewski); "MBEA Board Proposes Changes" (Lilly Hall et al.); and "Third Grade Keyboarding: Business and Elementary Teachers Working Together" (Cinda Shanks). Information also is provided about statewide and other conventions, legislation, and position statements by the association and other organizations. (KC)

ED347274

MBEA Today Volume LVI, Issues 1-5

Michigan Business Education Association

U. S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

A Rep

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

CE05-9030

MBEA Today

FALL
CONVENTION
ISSUE

The Official Publication of the
Michigan Business Education Association

Volume LVI Issue 1
September 1990

Dates to Remember

MBEA FALL CONFERENCES (Additional information on page 4 of this issue):

September 28, 1990 . . . Region I: Upper Peninsula

October 12, 1990 . . . Region II: Northern Lower Michigan

October 19, 1990 . . . Region IV: Southeast Michigan

October 26, 1990 . . . Region III: Southwest Michigan

October 27, 1990 . . . Region V: Wayne County

ADDITIONAL DATES

September 1990 . . . MBEA Executive Board Meeting, Flint, MI

October 1990 . . . Post Secondary Leadership Conference, Business Professionals of America

October-November 1990 . . . Secondary Regional Leadership Conference, Business Professionals of America Contact: Pat Pearson (1-800-VSO-MICH)

October 1990 . . . Business Teachers Club of Metro Detroit Fall Meeting, Detroit, MI Contact: B. Jean Hester (313-849-4758)

November 1990 . . . Career Education Month Contact Loren Anderson (517) 773-5500

November 7-9, 1990 . . . MOEA Conference, Lansing, MI

November 11-17, 1990 . . . National Education for Business Week

CONVENTION CORNER

**Managing Change In
an Era of Integration
53rd Annual Convention**

**April 11-13, 1991
Flint, Michigan**

**SPEAKERS, TOPICS, CHAIR-
PERSONS NEEDED**

(See p. 10)

**GET YOUR TRAVEL
REQUEST IN EARLY!**

PRESIDENT'S MESSAGE

by Carol A. Johnson, MBEA President

The MBEA Executive Board adopted a Program of Work for 1990-91 at the June Board Meeting. This year's Program of Work includes goals in seven categories (administration, finance, membership, publications, professional programs, awards and recognition, and crucial issues), detailed action strategies, and identification of responsible parties and time lines. In drafting the document, consideration was given to consistency in administration of the organization, recognition of tradition and practice, and involvement in change. In approaching a Program of Work, Board members face two categories of responsibilities: first, the tradition, on-going responsibilities outlined in the MBEA constitution and bylaws and, second, annually identified responsibilities related to the charges of ad hoc committees.

In fulfilling their constitutional charges, this year's Board members

Message continued on page 10

MBEA Presents Position Statements to Michigan State Board of Education

by Ann M. Remp, MBEA Today

Speaking on behalf of MBEA's Executive Board and business educators throughout the state, Dr. Helene Zimmerman, MBEA Crucial Issues Committee Chairperson, presented two MBEA position papers to the Michigan State Board of Education at its June 26-27 state board meeting. The text of the position papers on keyboarding and information technology literacy distributed to State Board members is presented on page 3.

The timing of the presentation coincided with the State Board's consideration of the Model Core Curriculum. The objectives of the MBEA Executive Board were to establish a role for business education in the core curriculum and participation on state committees which will develop goals and objectives for that core curriculum. Identifying teacher qualifications for keyboarding was also a primary objective.

Dr. Zimmerman addressed Board members on June 27 during the public participation segment of the meeting. Supporting the presentation were MBEA Board members Mary F. Robek, President; Mary Skinner, Region IV Representative; Ann Remp, VP-Publications; and incoming Secretary, Karen Hosey. The Michigan Occupational Education Association (MOEA) supported MBEA through Bill Haas, President; Wade Smith, MOEA Crucial Issues Chairperson; and Barbara Cooley, Executive Director. Judith Berry, Business Education Consultant, was present, as was business teacher Anna Nelson from the Genesee Area Skills Center.

The State Board directed the position papers to the Core Curriculum group. MBEA follow-up will be the responsibility of the 1990-91 Execu-

Position continued on pages 2-3

Michigan Business Education Association Board Members 1990-91

Carol A. Johnson, President
Office Administration and
Business Education Department
Northern Michigan University
Marquette, MI 48955
(906) 227-1498

Karen L. Norman, President Elect
Baker College
G1050 W. Bristol Road
Flint, MI 48507
(313) 766-4109 or (313) 653-9299

Darryl W. Peterson
Vice President for Business and Finance
P. O. Box 54
Hillman, MI 49746-0054
(517) 742-3145 or (517) 742-4536

Mary H. Pettaway
Vice President for Membership and
N-CBEA Representative
Golightly Voc/Tech Center
19767 Cranbrook #211
Detroit, MI 48221
(313) 861-9363 or (313) 822-4090

Ann M. Remp
Vice President for Publications
Business and Industrial Education
17 Sill Hall
Eastern Michigan University
Ypsilanti, MI 48197
(313) 487-4330

Jeanne A. Mallak
Vice President for Professional Services
Business Division-Office Education Systems
Delta College
University Center, MI 48710
(517) 686-9126

Karen Y. Hosey, Secretary
South-Western Publishing Company
17243 Bonstelle
Southfield, MI 48075-3471
(313) 569-8351

Mary F. Robek, Past President
Business and Industrial Education
18 Sill Hall
Eastern Michigan University
Ypsilanti, MI 48197
(313) 487-4330

Regional Representatives
Arlene Vlahos
K-12 Upper Peninsula—Region I
Ewen-Trout Creek High School
Box 218
Ewen, MI 49925
(906) 988-2365

Chris Korbel
K-12 Northern Lower—Region II
TBA Career-Tech Center
Traverse City, MI 49684
(616) 922-6356

Sue Maxam
K-12 Southwest—Region III
Hill Vocational Center
2506 Maplewood
Lansing, MI 48910

Mary F. Skinner
K-12 Southeast—Region IV
Chippewa Valley High School
18300 19 Mile Road
Mt. Clemens, MI 48044
(313) 286-0260

Lilly Kelly Hall
K-12 Wayne County—Region V
Randolph Voc/Tech Center
17101 Hubbell
Detroit, MI 48235
(313) 863-6300

Carolyn Clark-Ford
Junior/Community College
Highland Park Community College
Glendale at Third
Highland Park, MI 48203
(313) 252-0475 Ext. 288 or 289

Carol Turner
Four-Year College/University
Ferris State University
517 Bishop
Big Rapids, MI 49307
(616) 592-2709

Joyce Jensen-Monroe
Private Business School
Dorsey Business Schools
30821 Barrington Avenue
Madison Heights, MI 48071
(313) 588-9660 or (313) 628-1643

B. Jean Hester
Business Teachers Club of
Metropolitan Detroit
Western High School
1500 Scouten
Detroit, MI 48209
(313) 849-4758

Judith K. Berry
Business Education Consultant
(and Sharon Pickens, Secretary)
Vocational Technical Education Service
Department of Education
P. O. Box 30009
Lansing, MI 48909
(517) 335-0368

POSITION . . . continued

tive Board. Some background on the position statements will serve to introduce them.

The MBEA Executive Board's first step in making input to the State Board was to select key areas of concern for business educators, especially in light of core curriculum discussions and the "Classroom of Tomorrow" program, and determine the outcomes of a presentation to the Michigan Board of Education. The two areas of keyboarding and information technology literacy (which subsumes computer literacy) were chosen. The Board's Crucial Issues Committee developed the position papers; the full Executive Board reviewed, modified, and approved these position papers during the March and June Executive Board meetings. These activities followed the preliminary work of the 1988-89 Crucial Issues Committee, under the leadership of L. Maxine Jones, then MBEA Past President. That Committee had identified several curricular areas and had begun to draft a series of position papers.

MBEA Past President Dr. Helene Zimmerman, who chaired the 1989-90 Crucial Issues Committee, secured a place on the June agenda of the Michigan State Board of Education meeting. Through a series of motions, the MBEA Executive Board also directed the President to request support for MBEA's positions from MOEA. This is the first official request to MOEA since MBEA's affiliation this year. MOEA's presence at the Board presentation will be followed up with additional support through MOEA channels.

These actions represent MBEA's commitment to serve its membership and business education in Michigan. Members will receive updates in future issues of MBEA Today. Readers are encouraged to review core curriculum and "Classroom of Tomorrow" documents. Brief summaries of these significant developments are presented in this issue.

Business educators who wish to make input to the MBEA Executive Board are encouraged to contact their regional representatives (and run for office).

ISSN 0892-9831

CHANGE OF ADDRESS: To ensure receipt of all MBEA mailings, please notify Mary H. Pettaway, MBEA Vice President for Membership, 19767 Cranbrook #211, Detroit, MI 48221.

REMOVAL OF NAME FROM MAILING LIST: Occasionally MBEA sells its mailing list to certain carefully screened organizations. If you prefer that your name be removed from the mailing list when it is sold, please notify Mary H. Pettaway.

PUBLICATION INFORMATION

Editor: Dr. Ann M. Remp, MBEA Vice President for Publications, 1988-1991

Publications Consultant: Professor David K. Gore, Eastern Michigan University, Ypsilanti, MI 48197

MBEA Today is a publication of the Michigan Business Education Association. It is published five times each academic year. The publication subscription is included as part of benefits with MBEA membership dues. Distribution is only to active MBEA members. Volume LIV (September, 1988, to

May, 1989) is available through ERIC Document Service: CE 052436. Volume LIV of MBEA Today is currently indexed in the Business Education Index.

Submit articles of 750 to 1,250 words following the Publication Manual of the American Psychological Association for citations, references, tables, and number style. The deadlines for the issues are: July 15 for September, September 15 for November, November 15 for January, January 15 for March, and March 15 for May.

MBEA Position Statements

KEYBOARDING

The Governor has stated that there must be computers in every classroom—"The Classroom of Tomorrow Program." Michigan Business Education Association endorses this position. The computer unlocks the information and educational resources needed by every student. The computer provides instructional experiences that foster problem solving, critical thinking, and decision making.

To use the computer effectively, however, the skills to access the tool must be learned. Just as the individual learns to read in order to open the door to the printed word, the individual must learn to keyboard to unlock the benefits delivered by the computer. Just as the individual learns to write in order to express ideas, the individual must learn to keyboard to create ideas on the computer.

Michigan Business Education Association declares that keyboarding must be a part of the core curriculum requirement:

1. As a life skill needed by all students regardless of career interest or academic ability;
2. As an area of instruction relevant to every level of education—K-12, adult, post-secondary, and retraining;
3. As a learning task that requires formal instruction which relates to the level of education; and
4. As a competency developed through research-based methods of typewriting/keyboarding instruction.

As a course, keyboarding offers process learning that is transferable. As a competency which is not tied to content, it can be used in every program area. For example, keyboarding is used to develop composition skills and research skills. Acquisition of keyboarding skills facilitates effective use of the computer as a tool.

Michigan Business Education Association believes that all teachers of keyboarding must have formal instruction in the methods of teaching keyboarding:

1. Keyboarding is a specialty for which there is a well established body of knowledge. This knowledge base has its origins in research on effective methods of acquiring the typewriting skills. This research base has continued to develop as computers have replaced typewriters in business/industry and education.
2. The business teacher education programs provide the methods of keyboarding instruction. Every certified business teacher in Michigan has had preparation in the methods of teaching keyboarding.

Business educators throughout the State of Michigan have the expertise to teach keyboarding and are ready to respond to the immediate need for this instruction.

INFORMATION TECHNOLOGY LITERACY

To prepare students to meet the challenges of a rapidly changing technological society, we must go beyond teaching them computer literacy and teach them literacy for information technology. It is the position of the Michigan Business Education Association that information technology literacy encompasses the following: telecommunication (voice, data, image, and text); the use of computers as a tool for decision making, problem solving, critical thinking, and applied academics; information management; identification systems; the ability to cope with change; practical applications; and newly evolving career opportunities. Information technology literacy is the broader vision of which computer literacy is a part.

Michigan Business Education Association believes that a person literate in information technology should be able to:

- Understand the capabilities and limitations of information technology.
- Demonstrate a fundamental knowledge of information technology and its effect on society.
- Communicate with others using information technology vocabulary.
- Operate a variety of information technology tools effectively.
- Access information with the various information technology tools.
- Use information technology tools for solving problems and making decisions.
- Be aware of the ethical and legal implications of information technology.

MICHIGAN BUSINESS EDUCATION ASSOCIATION BELIEVES THAT INFORMATION TECHNOLOGY LITERACY IS ATTAINED IN THREE PROGRESSIVE LEVELS OF INSTRUCTION.

1. Awareness Level

At the awareness level of information technology literacy, students develop a vocabulary and become aware of the information technology tools, their development, their effect on society, including their capabilities and limitations.

2. Operational Level

At the operations level, students work with information technology tools. The complexity of these information technology tools depends upon each student's educational level and educational objectives.

3. Advanced Level

At the advanced level, students study more complex information technology applications. It is at this level that the students should use information technology tools for solving problems and decision making.

INFORMATION TECHNOLOGY LITERACY IN BUSINESS EDUCATION

WE BELIEVE THAT all administrators and educators within an educational agency should be made aware of the role and special qualifications of business education in providing information technology literacy instruction for all students.

WE BELIEVE THAT local educational agencies should develop a policy for the use of information technology. Business educators should be involved in planning, purchasing, evaluating information technology hardware and software used for instruction.

WE BELIEVE THAT educational agencies should provide in-service training to develop information technology-literate teachers.

WE BELIEVE THAT business teacher educators should take a leadership role in providing preservice and in-service training in information technology literacy.

WE BELIEVE THAT BUSINESS EDUCATORS MUST continuously assess and improve information technology literacy programs as technology advances and users become more knowledgeable.

WE BELIEVE THAT BUSINESS EDUCATORS SHOULD BE THE PRIME DELIVERERS OF INFORMATION TECHNOLOGY LITERACY COURSES FOR ALL STUDENTS.

The National Business Education Association endorses the 1984 Policy Statement on Computer Literacy (No. 34) of the Policies Commission for Business and Economic Education. In 1984 the emphasis was on the use of computers, but because of rapid technological advancements, Michigan Business Education Association believes that the scope of instruction should be expanded to include broader forms of information technology. Michigan Business Education Association supports National Business Education Association's position on Computer Literacy and supports the Michigan State Board of Education's position on technology literacy as being part of the core curriculum. Michigan Business Education Association would like to serve on the committee to develop goals and objectives for that area.

1990 MBEA REGIONAL FALL CONFERENCE SCHEDULE

Members whose dues for the July 1, 1990-June 30, 1991 year are current attend the conference as a membership benefit. A charge is made for the luncheon as indicated. Others who wish to attend the Fall Conferences must pay the MBEA membership fee. A membership form is published in this issue. Because of the early publication deadline, some information is not yet available. Watch for additional mailings on the Fall Conferences.

REGION:	I Upper Peninsula	II Northern Lower Michigan	III Southwest Lower Michigan	IV Southeast Lower Michigan	V Wayne County
DATE:	Friday, September 28, 1990	Friday, October 12, 1990	Friday, October 26, 1990	Friday, October 19, 1990	Saturday, October 27, 1990
LOCATION:	Holiday Inn Marquette, MI	Great Lakes Junior College Midland, MI	Kellogg Community College Battle Creek, MI	Macomb Community College (South Campus) Warren, MI	Detroit College of Business Detroit, MI
CHAIRPERSONS:	Arlene Vlahos and Jane Blomquist	Chris Korbel and Lou Persons	Sue Maxam and Judy Huffman	Mary F. Skinner	Lilly Kelly Hall and Willie Chatman
PHONE:	1-906-827-3598 (Home) 1-906-988-2365 (Work)	1-517-631-1181 (Home) 1-517-835-5588 (Work)	1-616-968-0903 (Home) 1-616-965-4121 ext. 2514 (Work)	1-313-777-3659 (Home) 1-313-286-0260 (Work)	1-313-354-8009 (Home) 1-313-863-6300 (Work)
CONFERENCE THEME:	To be announced	Visions	Staying Abreast of Change	HELP: Happening for Educational Leaders and Partners	The '90s: A Decade of Change
SELECTED SESSIONS:	General Interest Sessions	Dealing With Angry People, Desktop Publishing Inservice, Being an Entrepreneur, Dow Chemical Plant (tour)	Japanese Business Philosophy, Doing Business Japanese Style, Japanese Business tour, or Hands-on DOS, Lotus, or dBase IV	To be announced	General Session Interest Sessions
MBEA REPRESENTATIVE:	Arlene Vlahos	Chris Korbel	Sue Maxam	Mary F. Skinner	Lilly Kelly Hall
LUNCHEON COST:	Yes. To be announced	Yes. (cost \$10 with registration)	Yes (cost \$10)	Yes. (cost \$10)	Compliments of Detroit College of Business, but pre-registration is required for lunch.
SEND PRE-REGISTRATION MATERIALS TO:	Arlene Vlahos Box 97 Bruce Crossing, MI 49912	Chris Korbel TBA Career Center 880 Parsons Road Traverse City, MI 49684	Judy Huffman Kellogg Community College 450 North Avenue Battle Creek, MI 49017	Mary F. Skinner Chippewa Valley High School 18300 19 Mile Road Mt. Clemens, MI 48044	L. Maxine Jones Randolph Voc/Tech Center 17101 Hubbell Detroit, MI 48235

Nominations for MBEA Executive Board

by Mary F. Robek
MBEA Past President

The Nominating Committee is accepting nominations from the general membership for the offices of President Elect, Vice President for Membership, and Vice President for Publications. These Executive Board positions will be vacant at the end of the 1990-91 fiscal year. Members are urged to submit nominations, for competent leadership is vital to the continued success of our organization.

Nominations must be submitted to the chairperson of the Nominating Committee by November 30, 1990. **TO BE CONSIDERED FOR AN OFFICE, ALL NOMINEES MUST BE CURRENT MEMBERS OF THE MICHIGAN BUSINESS EDUCATION ASSOCIATION.**

A listing of the slate will be published in the convention issue of MBEA Today, with election taking place at the annual convention in April, 1990. The offices to be filled and their respective duties are as follows:

PRESIDENT ELECT (one-year term): The President Elect shall be general program chairperson of the annual convention and shall act as the Parliamentarian at all meetings unless another person is appointed by the President. The President Elect shall preside at the Executive Board and Association meetings in the absence of the President. This is a three-year commitment, as the President Elect advances to the offices of President and Immediate Past President.

The President Elect at the time of nomination will have had at least one year of service as an elected officer or board member within the past six years.

VICE PRESIDENT FOR MEMBERSHIP (three-year term): The Vice President for Membership shall direct the membership campaign and shall establish policies and procedures for maintenance of records and collection of dues. The Vice President for Membership shall work with Divisional Council members in promoting increased memberships. This person shall be bonded. The V-P for Membership will also serve as the MBEA representative to the N-CBEA Board.

VICE PRESIDENT FOR PUBLICATIONS (three-year term): The Vice President for Publications shall be responsible for all publications including the convention program.

In addition to these officer vacancies, divisional representatives are being sought for K-12 Regions I (Upper Peninsula) and V (Wayne County). Nominations for divisional representatives should be submitted to the incumbents.

Nominations for MBEA Awards

By Arlene Vlahos
MBEA Awards Committee Chairperson

The beginning of a new school year is the time to nominate individuals for the MBEA awards. There are five awards that MBEA makes to deserving individuals: Recognition Award, Distinguished Service Award, Master Teacher of Post-Secondary Business Education, Master Teacher of Secondary Business Education, and Emerging Professional Business Educator.

MBEA Recognition Award

The Recognition Award is presented to an individual who has excelled in service to business education in the state of Michigan. Guidelines to be used in submitting a nomination for this award are:

1. Excellence in classroom teaching or assistance to the classroom as identified by former students, colleagues, supervisors, and administrators.
2. Professionalism as exhibited through efforts within own career—youth groups, program development, programs of community or continuing education, and service to home community.
3. Professionalism as exhibited through participation in state, regional, and vocational education efforts—contributions to associations, legislative efforts, speaking engagements, and related activities.
4. Educational achievements—work experience, professional articles.
5. Career achievements—promotions, recognitions.
6. Educational background.

MBEA Distinguished Service Award

The Distinguished Service Award is presented to a member who has given distinguished service to the Michigan Business Education Association over a period of time. Guidelines to be used in submitting a nomination are:

1. Executive Board positions held and number of years.
2. Presentations at conventions and/or fall conferences.

The positions of Four-Year College/University and Business Teachers Club of Metro Detroit will also be open.

Please use the form in this issue on page 11 (or photocopy) to submit nominations by November 30, 1990 to MBEA Nominating Committee, c/o Dr. Mary F. Robek, 19 Sill Hall, Eastern Michigan University, Ypsilanti, MI 48197. Please telephone me at (313) 487-4330 if you have questions or need further information.

3. Assistance with convention and/or fall conference planning—local committee participation, fall conference host/committee member.

4. Articles submitted for publication in MBEA Today and other publications promoting or identifying MBEA activities.

5. Membership in professional organizations.

6. Educational background.

MBEA Excellence in Teaching and Leadership Awards

The other three awards were established to recognize those individuals who have exhibited excellence in teaching in the classroom and have demonstrated leadership qualities among their colleagues. Award recipients are automatically submitted as nominees for the N-CBEA Teaching Awards.

Nominees for the Master Teacher of Post-Secondary Business Education and Master Teacher of Secondary Business Education awards must be post-secondary or secondary classroom teachers in Michigan, respectively, but need not be members of MBEA. They must have taught at least seven years as full-time teachers, five of which must have been in Michigan, and they must be teaching in Michigan at the time of their nomination.

The selection of the recipients for these two awards will be based upon excellence in classroom teaching and demonstrated leadership qualities. Evidence to support the contention of excellence in classroom teaching may be faculty, administrator, and/or student evaluations, letters from parents or students, etc. Evidence to indicate leadership qualities should also be included in the nomination. These may include leadership activities within the school, active involvement in professional organizations, published research, speaking engagements, etc.

Nominees for the Emerging Professional Business Educator Award must be secondary classroom business teachers in Michigan, but need not be members of MBEA. They must have taught at least two, but not more than six years as full-time teachers (at least two of those years must have been in Michigan), and they must be teaching in Michigan at the time of the nomination. This award is intended to recognize excellence in the classroom. Evidence to support the contention of excellence must be included in the nomination and may include such items as faculty, administrator, and/or student evaluations, letters from parents, evidence of success of graduates, etc.

Only MBEA members in good standing may submit nominations for these awards. The Nomination Procedures and the deadlines are detailed on page 11. Please use the form on page 11 of this issue to submit your nominations. The form should be mailed by the December 1, 1990, deadline to: Ms. Arlene Vlahos, Box 97, Bruce Crossing, MI 49912.

ADULT EDUCATION : Some Personal Perspectives

THE CHALLENGES OF TEACHING

by Joyce Silagy, Dearborn Schools

Whenever the subject of teaching adults is discussed among my friends, one of the comments I receive is, "At least you don't have to worry about discipline." If that means that I don't send people to the principal, that's right. Adults don't respond well to autocratic rules. They must be approached with a spirit of cooperation and respect; for they come to the classroom with a wealth of life experiences which the educator should never discount. The educator becomes the facilitator and employs managerial tactics to see that the work is accomplished on time and well. Thus, one of the principal challenges in teaching adults is working with a diverse, multicultural population of any age from 18 to 65 or over. That's almost the equivalent of expecting one to be able to teach K-12 in the same room.

Of necessity, many of the rules and regulations that are prevalent in a public high school setting are absent. Adults would never stand for them. Just imagine yourself having to raise your hand to be excused to go to the restroom, or requesting a hall pass to speak to another instructor! However, there are some control measures that must be employed and which prove to be equally as challenging. One is attendance. Some adults attend class sporadically. Adults must attend to many needs and often these needs supersede classwork. Sometimes, however, absence from class is simply a failure to prioritize. The instructor, therefore, is constantly having to work with those who were absent the day before to bring them up to date, when really he or she would like to devote all of the class time to teaching a new skill. It is the practice of many adult educators to personally call students and encourage them to attend class. The adult educator takes an active role in retention of students and often gets involved in their personal lives during the course of their work together.

The concept that we are life-long learners is being promoted everywhere these days. In my master's program, there is a core course entitled, "The Human Learner." Even so, teaching adults as a profession has not been promoted as it should, and those who have chosen this profession have not been given the recognition that they should. This may be because the funds to teach adults come from the state and not from a millage. The salaries paid adult educators have traditionally been without benefits unless, of course, the class is taught by someone with a public school contract who happens to want to make some extra money and agrees to teach a class in the evening. Because of the disparity in salaries, and the view of some that all real learning takes place in the formative years, the adult educator has little recognition as a professional. I am happy to say that this is changing. There is now tenure for adult educators. There appears to be a move towards providing more staff development appropriate for adult educators, and the contracts that are being negotiated have higher salaries.

In light of these events, the adult educator's role cannot be ignored:

- the Opportunity Card program
- the closing of many plants in our state

Challenges continued on page 7

A VIABLE CAREER CHOICE

by Sandra Mull, SER Metro

Over the past few years, adult education has become a "hot" topic in educational circles. Large numbers of adults are returning to school to earn high school diplomas or to receive some type of vocational training. The majority of the articles I have read concerning adult education have focused on the students—how they learn, what motivates them to learn, and what they are interested in learning. These are very important issues, but I would like to discuss adult education as a career choice for teachers.

All too often, adult education is thought of as only a source of income: a second job for teachers who are already employed, a part-time job for teachers who do not choose to work full time, or a "place to start" for new teachers until they can get "real" jobs. It is unfortunate that more teachers do not consider adult education as a viable career choice. While I do not pretend that there are no negative aspects to a career in adult education, I do contend that they are outweighed by the positives.

For the realists among us, the most favorable argument for adult education may be the availability of positions. Universities are graduating many new teachers each semester, often with full knowledge that no positions exist within their fields. However, the adult education population is growing, and there is every indication that it will continue to do so. At the opening session of the American Vocational Association meeting in Washington, D.C., in March, Michigan Congressman William D. Ford cited data from the United States Census Bureau. These statistics indicate that at least 25 percent of the children who begin school this year will not finish high school. Because many of these children will become candidates for adult education in the future, the demand for teachers in academic as well as vocational subjects will continue to increase.

Another reason for choosing adult education is the motivation and maturity of the students. For the most part, adult students are in the classroom because they want to be there. They have a desire to increase their knowledge and/or to acquire job skills which will enable them to improve their life styles. While not all are model students, the majority pay attention in class and do assigned work because they realize that it is to their benefit to do so. For this reason, teachers can spend valuable class time teaching rather than dealing with discipline problems.

Without a doubt, the most important consideration for me is the gratification I receive from teaching adult education. These students appreciate the opportunity to be in the classroom and want to learn everything they possibly can. Many of them come to class the first day in terror. Some of them barely speak English. Some have never touched a typewriter or been in the same room with a computer. Most have been unsuccessful in life so far and really do not expect this educational experience to be different. Fortunately, the fear of failure is overruled by the desire to learn, and they do come. They are thrilled at every new accomplishment, whether it is grasping a concept like subject/verb agreement, typing three words a minute faster than the last time, or getting a Lotus formula to actually work. They see the teacher as a person who has something of great value that he or she is willing to share with them, and they demonstrate their gratitude freely. As an adult education teacher, it is my privilege to share in my students' successes and to see their self-confidence grow along with their skills.

While these three reasons for choosing a career in adult education seem compelling, there are probably as many reasons for choosing a career in adult education as there are adult education teachers. I would encourage both new and experienced teachers to seriously consider an adult education career.



Joyce Silagy (left) and Sandra Mull (right)

The Teacher's Role in Recruiting Students

by Lili Kivisto, University of Michigan

Business education needs to recruit vigorously to fill today's classrooms. Ralph Holmes states, "The days of full business education classes with little or no effort on the part of the business teacher appear to be over—at least for the time being." (Holmes, 1987) Individual teachers can develop marketing activities based on the benefits of business education. A successful marketing mix must consider the changes brought about by computers, the continual demand for office workers, and the demand for an increased level of professionalism in office employees. (McQueen, 1989)

How well are Michigan educators meeting this challenge? A survey of 15 administrators, counselors and business teachers in vocational/technical centers and comprehensive high schools around the state showed that business teachers themselves are using a variety of marketing strategies to attract students to their classes. Some recommendations from these teachers are:

Develop a marketing plan early in the year: The Ford Development Center in Wayne-Westland developed a marketing plan to identify goals, set objectives, and assign areas of responsibility. Marketing has become a year-round process, but the planning starts early.

Work as part of a team: All the business education teachers at Huron High work together to promote each other's classes, but they have also shared resources and ideas with teachers in the English and Mathematics departments. At Grosse Pointe South, students are encouraged to sign up for a wide range of courses, including word processing, accounting, and marketing.

Start recruiting students before they begin high school: Several regional centers have sent teachers or staff into eighth grade classrooms to make presentations about career paths. They have followed this up with open houses where ninth and tenth graders and their parents are invited to the center. One factor that promotes enrollment is the chance to see a demonstration of the latest business equipment and, where possible, help students realize how the business classroom resembles the modern business.

Work to attract a wide variety of students: Talking to teachers and counselors revealed the fact that no longer are vocational classes seen as training for young women who do not plan to attend college. Instead the new business technology cluster is attracting both male and female students. The Randolph Vocational Center in Detroit has 50 percent male students enrolled in its word processing courses. Students develop self-confidence in these courses and often go on to college or for advanced training.

Use student enthusiasm to track students in classes: Students who tell their friends about business education provide word-of-mouth advertising, the best kind of advertising! This led to a higher enrollment in Accounting II than in Accounting I at Grosse Pointe South. If the program is in the vocational/technical center, network with local students. The comprehensive high school and the vocational/technical center must work in a complementary fashion, not in a competitive way, for both to succeed in recruiting.

Develop special materials to promote your program: Two business teachers at Huron High School in Ann Arbor developed a chart to identify career tracks for students interested in general business and for those interested in office. (Hunter and Sullivan, 1989)

Spend time searching for students who might benefit from your classes: Business education teachers at Pioneer High School work with the regular counselor to look over transcripts of all tenth grade students and then contact students over the summer about office lab classes and co-operative education.

Establish a wider place in the curriculum: Several schools have developed strategies on how business courses can be used to meet graduation requirements. For example, at Gabriel Richard Catholic High School in Ann Arbor, keyboarding is a requirement for all students for graduation. Other business courses which offer a variety of computer education meet the computer literacy requirement. Business education programs are also being successful in having applied academic content in English and mathematics recognized as meeting graduation requirements.

Promote Business Professionals of America: It is an interesting fact that while the number of vocational education students has declined, the number of Business Professional of America chapters has grown in the state to over 200. The program fits well into the business curriculum and offers students training in leadership and teamwork. Students are excited about participating in chapter activity. An unexpected side effect is the fact that students must elect at least one business class in order to take part in chapter activities. Where business programs have an active chapter, it produces a steady stream of students for business classes.

What are the results of these recruiting activities? Teachers who play an active role are filling their classes. Of course, recruiting by itself is only the first step of a process that leads to the delivery

of career education. Business teachers must constantly strive to promote business education programs. When parents, students, and employers wonder how to train others for the knowledge-based jobs of the future, the idea that should come to mind is: THROUGH BUSINESS EDUCATION.

References

- Holmes, R. (1987, January). Business education: Shrinking violet or shining star? *Business Education Forum*, 41 (4), 3-7.
- Hunter, J. and Sullivan, L. (1989, September). A program for changing times. *MBEA Today* LV(1), 1, 10-11.
- Jones, L. M. (1988, May). Business education courses merit academic credit. *MBEA Today* LIII(5), 4-5.
- McQueen, M. J. (1989). Marketing the entire business education curriculum. Asserting and reasserting the role of business education, *National Business Education Association*, Yearbook No 27, pp. 41-50.

CHALLENGES . . . continued

- the need to retrain workers
- the growing concern of our nation that those receiving public assistance should be trained for employment
- the growing numbers of women having babies, keeping them and needing to support them,
- the recognition that those who have served prison terms need to be rehabilitated and returned to society as productive members
- the national dropout rate at 24% and a desire to recapture this population and make them part of our workforce

There are opportunities in the adult education arena, especially for business educators. There are too few of us. We are in an enviable position at present, and a career in adult education should not be overlooked.

Articles for MBEA Today

Send your teaching tips, innovative methods, issues, research, or other contributions to

ANN M. REMP
P. O. BOX 307
WILLIS, MI 48191

See "Publication" on page 2 for other details.

State Update

by Judith K. Berry

Business Education Consultant
Vocational Technical Education Service
Michigan Department of Education

Business Education Curriculum: The business education curriculum, under the direction of the Ferris State University Curriculum Project, is nearing completion. The **Business Services and Technology Cluster Guide** is in its final editing stages. The CIP code for BST is 07.0999. The philosophy and program goals were presented to you in the MBEA Today (March 1990 issue). The **Guide** contains delivery options, unit and task lists, job title descriptions, a tools and equipment list, recommended teacher qualifications, and standards of quality.

This **Guide**, along with example lesson plans, will be available to teachers only through the FSU Professional Development Institute's formal dissemination process. This process involves approximately 40 hours of in-service orientation and activities.

Dissemination has begun for teachers from schools which formed the initial curriculum consortium. Plans for dissemination workshops throughout the state are being formulated and will include the role of the teacher education institutions in the process. Future Updates will provide more information, but I want to emphasize that funded programs will have several options on delivery. As long as the program achieves essential objectives, teachers will have many ways to customize instruction to the needs of their students, school, and business environment.

Core Curriculum: The curriculum in Michigan schools has traditionally been under local control. Over several years, however, the State has emphasized goals and objectives for Michigan education and tied funding to school improvement plans which outline how these goals and objectives are to be achieved. The Department of Education has published goals and objectives for computer education (1987), writing (1988), listening and speaking (1986), science (1985), mathematics (1988), and several other areas. These goals and objectives are to become the foundation for a core curriculum to be implemented by school districts. During 1990, the State Board of Education has deliberated the Michigan Core Curriculum. The insert on this page presents key concepts from the Core Curriculum Proposal.

The MBEA Executive Board, as reported in this issue, presented position papers to the State Board of Education on June 27, 1990, to establish the role of business educators in the core curriculum. This is a significant step for business education, as it establishes channels of communication with the Superintendent of Public Instruction and to the Board of Education.

Classrooms of Tomorrow Program: Early this year, the Classrooms of Tomorrow Program was launched, following the presentation of goals and recommendations to the Legislature. The insert on page 9 presents extracts from the report. The program provides for joint state-school district funding for about 10,000 computers this year. Applications from schools arrived in the Department in the spring and approximately 27,000 applications were received. The program is a multi-year initiative, targeted at teachers and schools with little or no access to computers in instruction.

The Grading of Michigan Schools: While many of you have probably seen reports of the state's survey of parents and students intended to "grade" Michigan education, you will want to emphasize parts of the survey to your school administrators and counselors. Students and parents want more career education, business education, and vocational education in the core curriculum.

Extracts from

POSITION STATEMENT ON CORE CURRICULUM

Michigan State Board of Education,
approved April 17, 1990, and distributed by the
Department of Education on May 14, 1990

Editor's Note: Thirteen Summer Regional Review Meetings have occurred during July and August, 1990, to consider this position statement.

The core curriculum is intended to provide a framework within which schools may examine the adequacy and relevance of their educational programs. The core curriculum will also help verify that all students have attained necessary educational outcomes in the essential skill areas which will prepare them for effective adult living.

Specifically, the core curriculum should:

- 1) Provide clear goals on which curriculum planning can be based;
- 2) Enable teachers, students, parents, and the community to be clear about what is expected of each student;
- 3) Enable students to make identifiable progress through the various learning stages;
- 4) Specify essential outcomes which all students must achieve. Local districts will be free to go beyond the core curriculum to meet the educational needs of their students;
- 5) Encourage innovative approaches in the delivery of instruction and allow local districts freedom in the way in which they teach, select and use instructional materials; and
- 6) Build upon existing curriculum. The new curriculum outcomes will be far from totally new. Most will be familiar to educators, and will build firmly upon present good practice which is supported by existing research, materials, books, and resources.

The core curriculum should stimulate critical thinking, discussion, problem-solving and engage students in active, rather than passive learning. At-risk children should learn from just as challenging a curriculum as other students; indeed special efforts should be provided to make the curriculum fully rich in order to compensate for their lack of access to context-broadening experiences in their homes and communities. (pp. 1-2)

The purpose of the Michigan State Board of Education's Position Statement on the Core Curriculum is to bring Michigan policy for curriculum and learning current related to contemporary research on effective schools and how students learn. (p. 2)

It is the policy of the State Board of Education that local school districts shall develop and deliver instruction to all students based upon a model core curriculum. This model core curriculum shall articulate the broad outcomes to be achieved by all students as a result of their school experiences. (p. 3)

A clearly defined core curriculum will provide local school districts with a direction and a solid foundation upon which their local curricula and instructional strategies can be structured. As a result of a K-12 education based on a well defined core curriculum, a Michigan student will be:

- A person who makes decisions for successful living
 - A competent and productive participant in society
 - A caring, sensitive and flexible human being
 - A creative person
 - A person capable of applying knowledge in diverse situations
 - A person able to communicate effectively in written and spoken language
 - A person capable of learning over a lifetime (p. 3)
- A core curriculum shall be based on the following underlying principles:

1. It shall expand the academic preparation of each student.

2. It shall be developmentally and sequentially based and articulated through all learning levels.

3. It shall take into consideration the experiential environment from which the students come, and be responsive to changing student populations.

4. There should be articulation among the Standards of Quality, Essential Goals and Objectives and the Student Outcomes.

5. It shall be structured in a variety of approaches including interdisciplinary and disciplinary.

6. The district must assure access and opportunity for all students, and structure participation for groups of students who are traditionally underrepresented in various fields.

7. Attention must be given to both instructional practices and instructional materials and technology used to deliver the curriculum.

8. Measurement of student attainment of the desired educational outcomes at the state, district, and building levels is an integral part of a good core curriculum model.

9. A commitment must be present to a long-range school improvement planning process which includes an ongoing component of curriculum development. . . . (pp. 5-6)

The outcomes, in both content and process areas, will be derived from the Michigan K-12 Program Standards and the Essential Goals and Objectives documents approved by the State Board of Education. (p. 6)

Competencies in Life Management, Vocational Preparation, Practical Arts, Employability Skills and Behaviors, Aesthetic Appreciation, and Technological Literacy are integrated in and coordinated with the core curriculum. Education that fosters self-esteem and social/personal values is also an integral aspect within the core curriculum. . . . In addition to the above areas, the five interdisciplinary areas require the management of oneself, the ability to work with others and the application of the above essential skills for competency in adult roles. . . . (p. 7)

The core curriculum should encompass the academic, citizenship, vocational and personal knowledge and skills necessary to prepare students to become competent, problem solving citizens in our democratic society and in our rapidly changing, interconnected and multi-cultural and multi-ethnic world. As such, the core curriculum should be gender fair and supportive of our multi-racial, multi-ethnic society. As a result of their total school experiences, students should be able to engage in everyday and specialized modes of inquiring, analyzing, explaining, communicating, coping, achieving and appreciating. (p. 8)

Based on the model core curriculum provided by the State Board of Education, local boards of education will determine the manner in which the core curriculum is delivered. (p. 8)

Extracts from **CLASSROOMS OF TOMORROW**

Michigan Department of Education's Report to the Legislature (January 31, 1990)

The Classrooms of Tomorrow program has as its initial goals to inspire Michigan students and teachers to utilize technology and to improve the skills of tomorrow's workforce. The program will pioneer a new approach to assist schools in acquiring additional technology for students. . . .

In 1986, the computer/student ratio in Michigan was reported to be one computer for every 35 students. Current data . . . show that there is one computer for every 22 students in Michigan schools [, a ratio comparable to] the national average of 1:22. Acquisition of equipment in this first phase of the Classrooms of Tomorrow program . . . is projected to reduce this current ratio to one computer for every 16 students, placing Michigan in a leadership position in the nation. While the ratio of students per computer is an important measure, the goals of this program must be broader. (p. 1)

Educational leaders are at the forefront of change. Meeting the needs of an information society requires visionary goals for instructional technology. This vision is founded on three basic principles:

□ The committee stresses the importance of assuring equity of access, and opportunities for technological experiences for all Michigan students and teachers.

□ The committee recognizes the vast potential of technology to challenge students.

□ The committee believes that technology will play an unprecedented role in tomorrow's classrooms.

Based on the principles mentioned above, the committee developed the following objectives for the Classrooms of Tomorrow program:

Improving the performance of at-risk students

Preparing a technologically literate workforce

Expanding access to quality education

Empowering teachers in instructional programming and delivery

Encouraging creative solutions to academic needs

Enhancing student learning (p. 3)

In a time of redirection for our nation's schools, it is important to develop new ways to approach existing problems. This program holds the promise of developing Michigan's young people's abilities to their fullest potential. The committee believes technology can assist education in being more responsive to diverse student populations. The committee views technology as an integral tool for customizing the composition and size of instructional groups. The committee also recognizes technology's potential for improving the higher-order thinking skills of tomorrow's work force. (p. 3)

The Classrooms of Tomorrow program can dramatically raise the plateau of student learning through the use of instructional technology. More importantly, it will create opportunities for peaks of excellence in student learning and educational programming. (p. 3)

The committee urges Classrooms of Tomorrow teachers to integrate the use of the computer into the curriculum. Technology's potential is largely unexploited. Research has identified several approaches to curriculum integration which do not work. Simply placing computers in a school building does not work. Computers without appropriate software have little educational value. The committee recommends assistance be provided from various sources in the selection of, and training on, instructional packages. Educational technology can make substantial contributions to improving teaching and learning in Michigan Schools, if it is integrated into the curriculum. (p. 4)

Editor's Note: The report also outlines criteria for selection of the initial recipients, school district responsibilities, and funding options.

MANAGING CHANGE IN AN ERA OF INTEGRATION

by Karen L. Norman, MBEA President Elect

WANTED: MBEA CONVENTION SPEAKERS

Have you heard an informative, inspiring, and challenging speaker whom your business education colleagues should also have an opportunity to hear? Is there a person you've wanted to hear but have missed? Are your colleagues using effective teaching techniques and curriculum ideas which other business educators should know about. Or is there a topic you would like to learn more about? You can contribute to the success of the 1991 MBEA Convention by sharing your experiences and concerns with convention planners. Use the form below to make your recommendations. Your suggestions will be sincerely appreciated.

WANTED: MBEA CONVENTION CHAIRPERSONS

A Convention Chairperson greets a speaker, introduces him/her to the session participants, distributes and collects session evaluation forms and puts closure to the session. If you are planning to attend the 1991 Convention, please consider volunteering to serve your colleagues and the Michigan Business Education Association.

Use the form below to identify yourself as a volunteer Chairperson. If you have specific areas of interest which you prefer to be involved with or if there are specific time factors which need to be considered in making a convention assignment for you, please include this information in the comments section. Your gracious offer to volunteer as a Convention Chairperson will be sincerely appreciated.

MESSAGE . . . continued

will provide a number of services to which the membership have become accustomed. These services include five issues of **MBEA Today**, five regional fall conferences, an annual convention in Flint in April, and a well-defined awards and recognition program. Specific charges to this year's four ad hoc committees will require Board members to address issues in business education and professional organizations. The Membership Promotion Committee will explore membership recruiting and retention techniques; the Conference and Convention Calendar Committee will consider a variety of conference and convention schedules and formats; the Crucial Issues committee will continue to identify issues among business educators and take relevant actions; and the Constitution and Bylaws Review Committee will work to define some of the Divisional Representatives positions.

In working through the 1990-91 Program of Work, the Executive Board understands and accepts its responsibility to the membership. The Board remains open to input from the membership and will keep you informed of progress on this year's Program of Work. Your support of the Executive Board is appreciated.

CONVENTION SUGGESTION FORM

Photocopy as needed. Use one form per item.

Topic Suggestion: _____

Speaker Suggestion: _____

Name: _____

Address: _____

Telephone: _____

Comments: _____

Chairperson Volunteer:

Name: _____

School Name: _____

School Address: _____

Telephone: Day: _____ Evening: _____

Comments: _____

Mail to: BAKER COLLEGE
ATTN KAREN L. NORMAN
MBEA PRESIDENT ELECT
G1050 W BRISTOL ROAD
FLINT MI 48507

Award Nomination Procedures and Deadlines

Nomination of an MBEA award candidate is a two-step process:

1. Submission of the name of the nominee, the designation of the award, and the name and address of the nominator (see Nomination Form for MBEA Awards) by December 1, 1990, to the Chairperson of the MBEA Awards Committee.

2. Completion of the Biographical Data Packet by the nominator and its submission, along with three letters of recommendation, by January 15, 1991, to the Chairperson of the MBEA Awards Committee.

Nominations must be postmarked by December 1, 1990. Upon receipt of your nomination, a Biographical Data Packet will be sent to you to complete for information about the nominee. The Biographical Data Packet must then be completed and postmarked no later than January 15, 1991, to be considered for the 1991 MBEA awards to be presented at the MBEA State Convention.

NOMINATION FORMS: Photocopy as needed. Use one form per nomination.

Nomination Form for New MBEA Board Members

Please see page 5 for information about these Board positions and nominating procedures. Then complete this form:

Full Name of Candidate: _____

Address: _____

Present Position: _____

Mark the position for which candidate is being nominated:

- ☐ President Elect
- ☐ Vice President for Membership
- ☐ Vice President for Publications

Send nominees for Regions I and V directly to incumbent regional representatives.

Name of Nominator: _____

Mail this form to Dr. Mary F. Robek, Chair, MBEA Nominating Committee, 18 Sill Hall, Eastern Michigan University, Ypsilanti, MI 48197, by NOVEMBER 30, 1990.

Nomination Form for MBEA Awards

Please see the related article by Arlene Vlahos on page 5 for information about these Awards. Then complete this form:

Full Name of Candidate: _____

Address: _____

Present Position: _____

Mark the award for which candidate is being nominated:

- ☐ Recognition Award
- ☐ Distinguished Service Award
- ☐ Master Teacher of Post-Secondary Business Education
- ☐ Master Teacher of Secondary Business Education
- ☐ Emerging Professional Business Education Teacher

Name of Nominator: _____

Address of Nominator (where Biographical Data Packet is to be sent):

Telephone Number of Nominator:

Home: _____ Work: _____

Mail this nomination form to: Ms. Arlene Vlahos, Chair, MBEA Awards Committee, Box 97, Bruce Crossing, MI 49912. The form must be postmarked by DECEMBER 1, 1990, for consideration.)

*NOTE: Upon receipt of this nomination form, you will be sent a Biographical Data Packet for information about the candidate. It must be completed, along with three letters of recommendation, and must be postmarked by JANUARY 15, 1991. It should be mailed to the same name and address as the nomination form.

MBEA Today
 Ann M. Remp, Editor
 P. O. Box 307
 Willis, MI 48191

ADDRESS CORRECTIONS
 REQUESTED

FIRST CLASS
 U.S. POSTAGE
 PAID
 ANN ARBOR, MI
 PERMIT NO. 250

FIRST CLASS

Michigan Business Education Association

Membership Application

July 1, 1990, through June 30, 1991

(Please print; submit one application for each person)

☐ New

☐ Renewal (☐ Check here if this is a change of address)

Social Security # - -

Personal Title FIRST NAME INITIAL LAST NAME

STREET ADDRESS

CITY STATE ZIP CODE

COUNTY OF EMPLOYMENT MBEA REGION (Check one):* ☐ I ☐ II ☐ III ☐ IV ☐ V

EMPLOYER (School or Company)

*Note: You must fill in county and region of employment to receive Fall conference information.

Position:

- ☐ Teacher
☐ Supervisor
☐ Administrator
☐ Consultant
☐ Other _____

School:

- ☐ Public
☐ Private

Institutional Affiliate:

- ☐ Junior High ☐ College/University
☐ Secondary ☐ City/County Supervisor
☐ Skill Center ☐ State Dept. of Education
☐ Retired ☐ Junior/Community College
☐ Business College ☐ Private Business School

MBEA Dues:

- ☐ Professional (Regular) Membership ...\$15.00
☐ Full-Time Retired\$ 5.00
☐ Student (Undergraduate)\$ 5.00

STUDENTS:

List University/College: _____

Send your check (made payable to MBEA) with your completed application to:

Mary H. Pettaway
 Gollightly Voc./Tech. Center
 19767 Cranbrook, Apt. 211
 Detroit, MI 48221

Optional Membership Dues:

- ☐ MOEA Professional Membership\$20.00
☐ MOEA Student (Undergraduate)\$ 5.00
☐ Business Teachers Club-Metro Detroit\$ 1.00

Signature of Teacher Educator: _____

FOR OFFICE USE

Date Received	
Check #	
Amount of Check	
Date Filed	

MBEA Today

The Official Publication of the
Michigan Business Education Association

Volume LVI Issue 2
November 1990

Dates to Remember

November 1990 . . . Career Education Month; Contact Loren Anderson (517) 773-5500

November 7-9, 1990 . . . MOEA Conference, Lansing, MI

November 11-17, 1990 . . . National Education for Business Week

November 15-17, 1990 . . . Delta Pi Epsilon National Research Conference, Columbus, Ohio

November 30, 1990 . . . Nominations for MBEA Executive Board Positions due to Dr. Mary F. Robek, 17 Sill Hall, Eastern Michigan University, Ypsilanti, MI 48197 (See September, 1990, *MBEA Today* for nomination criteria; also see p. 4.)

December 1, 1990 . . . Nominations for MBEA Awards due to Mrs. Arlene Vlahos, Box 97, Bruce Crossing, MI 49912 (See September, 1990, *MBEA Today* for awards criteria; also see p. 4)

December 1, 1990 . . . Speaker/Topic Suggestions for MBEA State Convention (See page 10 inside.)

January 15, 1991 . . . Biographical Data Packet for MBEA Award Nominees due (See p. 4 for Awards.)

Shorthand in the Medium-Sized High School in Michigan

by Gloria Sanch, Pinckney Community Schools

Pinckney Community School District is in the process of completing a major curriculum study in business education. Because directions on shorthand have been actively debated, some insight into the status of shorthand in other schools was felt necessary. The goal for this study was to find out what other school districts, similar in size and demographics to Pinckney, have done or are doing with shorthand offerings. Another goal was to find out if shorthand is still a valid curriculum option and to determine if alternatives to symbolic shorthand are acceptable.

Shorthand in Today's Office

In dealing with shorthand as a valid curriculum option, Rodenz (1989) writes, " . . . To

graduate a student without shorthand is to graduate a typist, not a secretary." Is shorthand, however, still necessary for students to get the job or promotion or to use it on the job? Morris and Kilpatrick's survey (1987) of Fortune 500 companies showed that 58% of the responding businesses employ stenographers. Baldwin's survey (1987) stated that 39% of employers required shorthand, while the "Help Wanted Ad" surveys for 1985-87 by Fusselman (1985, 1986, 1987) showed a continual decrease in demand for shorthand (33% in 1985, 26.1% in 1986, and 22.6% in 1987). Futwiler's study of shorthand demand (1983) revealed that overwhelmingly employers still require applicants with shorthand skills. She stated that most employers still use shorthand skills

Shorthand continued on page 11

Cooperative Education Report

by Tom Benton, Consultant

Vocational-Technical Education Service

June 1990

Editor's Note: These remarks are extracted from a longer report written and compiled by Mr. Benton (VTES, P. O. Box 30009, Lansing, MI 48909; (517) 335-0368).

Because of the diversity found in the scores of co-op plans that operate relatively independently, a consistent identity is difficult to maintain. There needs to be enough similarity among all cooperative education plans to allow effective communication and program implementation. Long-term, broadly based support is dependent on everyone's understanding of: (1) What a cooperative education plan is; and (2) What its students can do.

Implementation of cooperative education plan standards and guidelines based upon recommendations from educators and business/industry will ensure a degree of consistency among high schools and area center vocational programs, thereby allowing more realistic, usable definitions and descriptions of cooperative education plans.

Background

Problems that face cooperative education in our high schools are really signs of a need for a vigorous and innovative plan to encourage the use of the work-place as a site for education. University officials are examining a proposal that would increase course work required for high school students who want

Cooperative Education continued on page 12

CONVENTION CORNER

Managing Change in
an Era of Integration
53rd Annual Convention
April 11-13, 1991
Filint, Michigan

CONVENTION NEWS
(See p. 10)

GET YOUR TRAVEL
REQUEST IN EARLY!

Michigan Business Education Association Board Members 1990-91

Carol A. Johnson, President
Office Administration and
Business Education Department
Northern Michigan University
Marquette, MI 49855
(906) 227-1498

Karen L. Norman, President Elect
Baker College
61050 W. Bristol Road
Flint, MI 48507
(313) 766-4109 or (313) 653-9299

Darryl W. Peterson
Vice President for Business and Finance
P. O. Box 54
Hillman, MI 49746-0054
(517) 742-3145 or (517) 742-4536

Mary H. Pettaway
Vice President for Membership and
N-CBEA Representative
Golightly Voc/Tech Center
19767 Cranbrook #211
Detroit, MI 48221
(313) 861-9363 or (313) 822-4090

Ann M. Remp
Vice President for Publications
Business and Industrial Education
17 Sill Hall
Eastern Michigan University
Ypsilanti, MI 48197
(313) 487-4330

Jeanne A. Mallak
Vice President for Professional Services
Business Division—Office Education Systems
Delta College
University Center, MI 48710
(517) 686-9126

Karen Y. Hosey, Secretary
South-Western Publishing Company
17243 Bonstelle
Southfield, MI 48075-3471
(313) 569-8351

Mary F. Robek, Past President
Business and Industrial Education
18 Sill Hall
Eastern Michigan University
Ypsilanti, MI 48197
(313) 487-4330

Regional Representatives
Arlene Vlahos
K-12 Upper Peninsula—Region I
Ewen-Trout Creek High School
Box 218
Ewen, MI 49925
(906) 988-2365

Chris Korbel
K-12 Northern Lower—Region II
TBA Career-Tech Center
Traverse City, MI 49684
(616) 922-6356

Sue Maxam
K-12 Southwest—Region III
Hill Vocational Center
2506 Maplewood
Lansing, MI 48910

Mary F. Skinner
K-12 Southeast—Region IV
Chippewa Valley High School
18300 19 Mile Road
Mt. Clemens, MI 48044
(313) 286-0260

Lilly Kelly Hall
K-12 Wayne County—Region V
Randolph Voc/Tech Center
17101 Hubbell
Detroit, MI 48235
(313) 863-6300

Junior/Community College

Carol Turner
Four-Year College/University
Ferris State University
517 Bishop
Big Rapids, MI 49307
(616) 592-2709

Joyce Jensen-Monroe
Private Business School
Dorsey Business Schools
30821 Barrington Avenue
Madison Heights, MI 48071
(313) 588-9660 or (313) 628-1643

B. Jean Hester
Business Teachers Club of
Metropolitan Detroit
Western High School
1500 Scotton
Detroit, MI 48209
(313) 849-4758

Judith K. Berry
Business Education Consultant
(and Sharon Pickens, Secretary)
Vocational Technical Education Service
Department of Education
P. O. Box 30009
Lansing, MI 48909
(517) 335-0368

Celestine Mongo Retires

After more than 30 years of service with the Detroit Public School System, Dr. Celestine Mongo retired from her position as Business Education Supervisor at the end of the 1989-90 school year.

Dr. Mongo's career as an educator has been an illustrious one. While with the Detroit Public School System, she served as a teacher, a business education department chairperson, a summer school principal, a special projects coordinator, and a business education supervisor. She also held positions with Colorado State University and Wayne State University.

Dr. Mongo maintained good standing with numerous professional organizations and served as President of the Michigan Business Education Association for the 1970-71 term. She served as Secondary Program Chairperson for both the North-Central Business Education Association and the National Business Education Association. Her other professional affiliations are: the Detroit Business Association, the National Policies Commission for Business and Economic Education which she chaired from 1976 to 1977, Delta Pi Epsilon, and the Organization of Administrators and Supervisors of the Detroit Public Schools. She has been widely recognized and has received numerous awards from business and other professional organizations.

Dr. Mongo's deep devotion to the Junior Office Training Society and Business Professionals of America has been the catalyst for the involvement and success of thousands of students over the years.

Dr. Mongo has always been in the forefront of new developments in business education and has served as an outstanding example of leadership for the Detroit Public Schools. Dr. Mongo will be greatly missed by all educators, but especially by business students and business educators.

We wish her a prosperous, healthy, happy, and fun-filled retirement.

—submitted by Mary H. Pettaway.

ISSN 0892-9831

CHANGE OF ADDRESS: To ensure receipt of all MBEA mailings, please notify Mary H. Pettaway, MBEA Vice President for Membership, 19767 Cranbrook #211, Detroit, MI 48221.

REMOVAL OF NAME FROM MAILING LIST: Occasionally MBEA sells its mailing list to certain carefully screened organizations. If you prefer that your name be removed from the mailing list when it is sold, please notify Mary H. Pettaway.

PUBLICATION INFORMATION

Editor: Dr. Ann M. Remp, MBEA Vice President for Publications, 1988-1991

Publications Consultant: Professor David K. Gore, Eastern Michigan University, Ypsilanti, MI 48197

MBEA Today is a publication of the Michigan Business Education Association. It is published five times each academic year. The publication subscription is included as part of benefits with MBEA membership dues. Distribution is only to active MBEA members. Volume LIV (September, 1988, to

May, 1989) is available through ERIC Document Service: CE 052436. Volume LV (1990-91) of MBEA Today is currently indexed in the Business Education Index.

Submit articles of 750 to 1,250 words following the Publication Manual of the American Psychological Association for citations, references, tables, and number style. The deadlines for the issues are: July 15 for September, September 15 for November, November 15 for January, January 15 for March, and March 15 for May.

****MBEA Profile******JANE BLOMQUIST**

by Arlene Vlahos

MBEA Region I Representative

Jane Blomquist has co-chaired the 1989 and 1990 fall conferences with me in Region I. On behalf of MBEA, I would like to recognize her by providing this profile.

Jane earned the B.S. degree in Business Education at Ferris State University in 1980. She was selected as the Outstanding Student in Business Education that year. She began teaching at Ironwood High School in the fall of 1980; her classes included shorthand, typewriting, and vocational office block. In the fall of 1984, she joined the Business Department of Gogebic Community College. She teaches beginning and intermediate typewriting (now offered on the microcomputer), office practice, and various word processing classes. In 1987, she earned the M.A. degree from Northern Michigan University.

In addition to her active participation in MBEA, Jane is a member of the National Business Education Association and Delta Pi Epsilon. She resides in Ironwood, where she was raised. Thank you, Jane, for your fine work.

Russell Ogden Retires

Dr. Russell Ogden, professor in the Department of Business and Industrial Education at Eastern Michigan University, retired in June, 1990. Ogden began his teaching career at EMU, then called Michigan State Normal College, in 1956. Until 1981, Ogden taught in the College of Business. He taught accounting but eventually specialized in personal finance. With the merger of Business Education and Industrial Education and the relocation of Business Education in the College of Technology, Ogden's teaching focussed on the personal finance course and microcomputer keyboarding.

During his 34 years at EMU, Ogden not only taught but supported student organizations and promoted the theatre group at EMU. He also organized theatre trips to Chicago and Toronto. Ogden now plans to pursue even more actively his most fervent hobby—the theatre. He has contributed theatre reviews and other pieces to the Jackson Citizen-Patriot, the Chelsea Standard, the Salline Reporter, and occasionally the Ann Arbor News. He plans to continue his freelance writing, working on articles on "unsung heroes." He also plans to spend time with his wife, Maryanne, a teacher at Fletcher Elementary School, and his three grown children. He says, however, "Leaving the students behind is going to kill me. They're my lifeblood."

PUBLIC ACT 25: The Quality Package

by Ann M. Remp, Chair

MBEA Crucial Issues Committee

What should we, as business educators, know about Public Act 25 (P.A. 25)? Will P.A. 25 influence business education? Can business educators influence the implementation of P.A. 25? The MBEA Crucial Issues Committee believes this legislation to be too important to ignore; yet we do not yet know its full impact. We begin, then, with a "what, why, when, how, and what for" description of P.A. 25 (Training of Trainers, 1990).

When you finish reading, we hope you will investigate who in your building/district is working on the Annual Educational Report and School Improvement Planning process. We hope you will become involved in making input on behalf of your business education curriculum as appropriate. You are in the best position to determine what "appropriate input" means in your setting.

Beginnings

The 1983 report, *Nation at Risk*, presented a portrait of an undereducated child, unable to respond to or anticipate the demands of a changing world. The State of Michigan responded to that report with the 1984 position statement, *Blueprint for Action*, which recommended academic graduation requirements. The State attached incentive funding to encourage schools to meet these requirements.

By 1987, a statement of essential goals and objectives for computer education was developed, approved, and distributed. Incentive funds were provided in school aid legislation for computer education. More recently funding through the "Classrooms of Tomorrow" program spurred schools to expand computer education. During this period, the academic disciplines—mathematics, language arts, science, social science, and arts—also developed their essential goals and objectives for instruction. Now Michigan, through P.A. 25, addresses the quality of education by focusing on learning outcomes and school improvement based on these earlier statements.

The overall objective of P.A. 25 is to improve education, and it echoes the purpose of the current educational reform movement: to improve the quality of teaching and learning in the schools and to increase the nation's competitive edge in the world marketplace. P.A. 25 is referred to as the "Quality Package" because its six components are specifically directed toward improving quality. An amount of \$25 per student is available to schools which meet the "quality issues" identified in the legislation.

An Overview

The six quality components are: (1) an expanded responsibility for ISD's; (2) an Annual Educational Report on the status of each school provided to the public; (3) certification changes for areas requiring "specialized" skills or knowledges; (4) a required school improvement plan for each building and school district; (5) a locally developed core curriculum based on student outcomes for every school district; and (6) a Michigan accreditation program for all schools in the state. Four of these (the annual educational report, the school improvement plan, an outcome-based core curriculum, and accreditation) are the critical areas; two (the ISD role and certification changes) are considered enablers.

The model core curriculum was conceived as a foundation upon which each local district would construct its local curriculum, determining courses, classes, materials and other instructional concerns. The purpose for proposing a model core curriculum is to focus on a common curriculum to which all Michigan students should have access and to create a common vision about what the specific outcomes of education should be. The Model Core Curriculum Plan was provided by the State Board of Education in April, 1990. Many groups, including the Michigan Business Education Association, have made input to the Board or to the Michigan Department of Education through board meetings and public hearings about the outcomes. MDE consultants indicate that, as of October, the model is in draft form.

The core curriculum model states the common learning goals and standards of quality to be met by education. The outcomes are built on the earlier discipline-based "essential goals and objectives" and "K-12 standards of quality" (a statement which is currently being revised). While local boards may adopt the model core curriculum outcomes, each board will still have to define its own local core curriculum in terms of the instructional framework to deliver it.

It might appear that P.A. 25 is regulatory legislation. Consultants from the Michigan Department of Education (MDE) emphasize that P.A. 25 is intended to be "enabling legislation" and focuses on processes for school improvement. Individual components, such as accreditation, are not the end goals; rather student outcomes, with high expectations for all students, are the end goals. Although there are several areas in which implementation guidelines and mandated requirements exist, there

P.A. 25 continued on page 14

MBEA EXECUTIVE BOARD SUMMARY

September 14-15, 1990

by Karen Y. Hosey, MBEA Secretary

The MBEA Executive Board met for one and one-half days to discuss the plan of work for the coming year as well as several major topics of concern. Several Ad Hoc committees were formed to increase the efficiency and timeliness of action.

Crucial Issues and Action Committee: The Board recognizes that for business education to survive, we must get politically aware and involved. In addition, the membership must also be aware and involved. The Crucial Issues Committee is exploring the impact of the Core Curriculum, the changes in North Central Accreditation requirements, and the political process on business education (ALL business education--basic business and vocational business). Chair: Ann Remp.

Conference and Convention Calendar Committee: This committee is exploring ways to make our convention a "jewel" and a "must attend" affair. Restructuring is necessary, including format, how the convention is planned, and who plans it. The committee is also planning to evaluate and redefine the purpose and mission of our Spring convention (See Survey, p. 9). Chair: Karen Norman.

Membership Promotion Committee: Our membership is declining and we need to know why. In early 1991, a survey will be sent to all business education teachers, K-16, to determine why people do or do not join, what our direction needs to be, as well as a profile of our constituency. The committee is also looking at ways to upgrade our image and professionalism. Chair: Karen Hosey.

Constitution and Policies Review Committee: Our current constitution does not readily address the issues facing business education today. The committee will investigate how we can better restructure the organization in order to facilitate our immediate response to the highly political and life threatening environment in which we find ourselves. Chair: Lilly Kelly Hall.

The Board also finds that we are currently projecting a deficit for this fiscal year. We are exploring ways to raise funds. It will be necessary to increase registration for the spring convention—the program being planned will be worthy of the increase!!

Also on the agenda was the Carl Perkins Amendment, 1990-91 and Michigan's P.A. 25 (See related articles in this issue). Both legislative acts will greatly impact funding for business education and the Executive Board is exploring ways to minimize the negative impact while providing you with information which will increase the positive impact.

If you have any ideas or suggestions, contact any Board member or the chair of the appropriate committee.

Personal Note: MBEA is taking an entirely new direction—one that will highlight our importance in all phases of a student's educational development and will put us in the forefront of education. To be successful, we need you. We are not just convention planners and goers; our new charge is to be "doers." Please join us—everyone benefits from your participation.

****MBEA Profile****

Susan Maxam

MBEA Region III Representative, K-12 Southwest

Sue Maxam holds bachelor's and master's degrees in Business Education from Michigan State University and is currently working on her doctorate from Utah State University in Curriculum Development specializing in Business Information Systems and Education. Sue's teaching experience has been primarily in secondary education at Lansing's Eastern High School for 15 years and previous to that, three years with the Shelby Public Schools. She has also taught in adult education programs, special industry training programs, a bilingual clerical-training program, at Davenport Business College in Lansing, and at Utah State University. For the past three years she has been coordinator, instructional services (vocational curriculum coordinator), in the Vocational Department of the Lansing School District. She works with all vocational teachers at Hill Academic and Vocational Center and the home business teachers (Eastern, Everett, and Sexton) in the Lansing School District.

Sue is involved in MBEA, NBEA, and Delta Pi Epsilon. She is the MBEA representative to Michigan Occupational Education Association (MOEA). She is also a member of the American Educational Research Association (AERA). She belongs to a number of other vocational and research associations. Sue is secretary for the Administrative Board of the University United Methodist Church in East Lansing and likes to volunteer at Loaves and Fishes, an overnight shelter for the homeless in Lansing. In her spare time, she loves to travel, read, swim, and take long walks.



MBEA Awards Committee

MBEA recognizes the members of the MBEA Awards Committee who will again begin their difficult work to select worthy recipients for the MBEA Recognition Award, MBEA Distinguished Service Award, and MBEA Excellence in Teaching and Leadership Awards. The members of the Awards Committee are:

Arlene Vlahos, Chair
Esther Crowell
Barbara Ley

Their work will begin when they receive your nominations for recipients, which should be sent to Mrs. Arlene Vlahos, Box 97, Bruce Crossing, MI 49912. The September MBEA Today carries the award criteria (p. 5) and nomination form (p. 11). Or you may send the full name of the candidate, address, present position, and the award for which candidate is nominated, along with your name, address, and telephone number. The nomination must be received by December 1; upon receipt, the nominator will receive a Biographical Data Packet to be completed and returned by January 15, 1991.

MBEA Nominating Committee

MBEA nominating committee members for 1990-91 are: Dr. Mary F. Robek, Chair and MBEA Immediate Past President, and members:

Nancy Hogg
Davenport College
Brian Jentoft
L'Anse High School
Joan Most
Lapeer Area Career Center
Tom Pleuss
Southfield-Lathrop High School
Harry Plouff
Mt. Pleasant Career Center

They will base their recommendations for Executive Board positions on your nominations. The September MBEA Today describes the positions and criteria candidates must meet to be nominated. The committee awaits your nominations, due to Dr. Robek, 17 Sill Hall, Eastern Michigan University, Ypsilanti, MI 48197, by November 30, 1990. You may also call her at (313) 487-4330 for more information.

MBEA Today: A Case in Desktop Publishing

by Ann M. Remp, MBEA Today Editor, and David K. Gore, DTP Consultant

MBEA Today has been prepared with desktop publishing software for more than a year. What can we pass along to teachers about desktop publishing based on this experience? After describing reasons for moving to desktop publishing and actual production steps, this article will outline savings, trade-offs, and some areas related to desktop publishing that can be developed in the word or information processing class.

Moving to Desktop Publishing

MBEA Today is published five times each year, with approximately 1,500 copies per issue and an average of 12 pages per issue. Prior to September, 1989, MBEA Today was published by a professional, full-service printer. The editor supplied copy in typewritten or other printed form. The printer typeset the copy, determined layout, provided proof copies for corrections, made necessary changes, provided final proofs, printed, labeled, and mailed the issues. In 1987-88, the cost of the publication was about \$6,500.

1988-89 brought an unannounced increase in printer's charges of 75%. A cost of \$11,300 plus postage was a terrible blow, given a budgeted amount of \$7,500 (and the news did not help the editor's sleep at night either). The Executive Board recommended a feasibility study for preparing camera-ready copy by desktop publishing, thereby putting all production activities up to the actual printing, labeling, and mailing in the hands of the editor. After determining the availability of a desktop publishing system (Macintosh Plus, Aldus PageMaker Desktop Publishing software, and a 300 dpi laser printer) and access to an experienced publishing consultant and obtaining bids from printing companies, the editor was able to submit a proposed budget for 1989-90 of \$7,500.

Producing Camera-Ready Copy

The Template

Camera-ready copy is high-quality copy, which the printing company photographs to make the offset plates used in printing the issue. As of September, 1989, all typesetting, layout decisions, and proofreading were now to be done by the editor (and volunteers) using the desktop publishing system. The printing company would still prepare all halftones (photographs) and screens (shaded backgrounds) because the desktop system could produce only crude halftones and screens. (This has improved, by the way, as shown by the halftone at the right. The scanned photo, however, is not the quality we want.)

Because the time to produce the publication was now turned over to the editor, an early decision was to develop a template, or pattern, for a typical 12-page issue. The template is a

sample publication which contains all elements common to all issues, but little of the actual copy. First, a masthead was designed which could be printed by the system. Then headers and pagination were determined. Items like the Executive Board list and return address and postage plates were prepared at this time because they appear in every issue. Finally, type fonts and sizes were selected which would be used for copy and for headings of various kinds in the publication. These were created as styles (presaved settings which are "attached" to text). The template publication, after being developed, had all the necessary starting points for an issue regardless of the date of the issue.

File Preparation

The software in use is for page design, not drafting copy. Copy is prepared with word processing software, with each article in a separate file. Because formatting is the specialty of the desktop publishing software, the word processing files contain little formatting: no centering, bolding, underscoring, or other features. Material for columns is drafted with each column following the preceding column. Either MS-DOS or Macintosh word processing software is used for creating files. Because MS-DOS systems are more readily available to this editor, copy is most often prepared and then converted from the MS-DOS format to the Macintosh format. Often the initial file is prepared in an early version of WordStar on a non-IBM compatible (obsolete!) computer on a 5.25-inch disk, but copy has also been prepared with Word Perfect and IBM's DisplayWrite on IBM equipment or compatibles with disks mailed to the editor. From the MS-DOS format, the ASCII-based files are converted to a Macintosh word processing file, like MicroSoft Word or MacWrite. If the word processing software uses EBCDIC code, the file must first be converted to

ASCII code (still in the MS-DOS format) and then to Macintosh format. This is not a difficult task.

The desktop publishing system in use has a cable connecting an MS-DOS machine to the Macintosh. A translation product called MacLink, which runs on the Macintosh, establishes a communication link between the two machines. Choices on the software allow the user to indicate which MS-DOS word processing program created the file and which Macintosh word processing format to use for the translation. For the complete set of files used in a typical 12-page issue, the conversion takes about 20 minutes. At this time, scanning printed copy and transmitting files electronically have not been used but are options for the future.

File Placement and Layout

Once the files are in a Macintosh word processing file, they may be "placed" in the PageMaker publication. At this point, imagine that you have one of 12 empty pages displayed on your computer monitor. Only page headers and numbers are visible; these come from the template file. Assume that you have decided how many columns you want for that particular page and have set them using the desktop publishing software. Now assume that you want a particular article to start in a particular place in a column. You place your cursor, go to a menu option called "file place," and select the name of the file which contains your article. The software brings the word processing file into the publication.

Once in the publication, you highlight or mark the text and apply the appropriate "style" so that fonts, point sizes, and other formatting characteristics are "attached" to the text. As files are placed, layout changes might be necessary. You might then use various software features to move the copy around, continue an article from one page to another, or make other changes. This is the general process used to create MBEA Today. The publication pages are printed, proofed, edited, proofed again, and finally sent to the printer. To obtain the clearest image from the laser printer, the final printing is done on clay-coated paper.

Cost Comparisons and Trade-Offs

The printing costs for the 1989-90 issues were about \$4,200. Compared to the 1988-89 costs of \$11,300, MBEA realized a reduction of about 63% on printing. There were, of course, postage expenses which changed relatively little over the two years and costs for labeling and mailing. So the total savings is closer to 50%. This reduction is attributable to nominal costs for desktop publishing (laser cartridge and clay-

Continued on page 13



Example of scanned photograph (See Chris Korbel's photo on page 6.)

MBEA Business School Spotlight DORSEY BUSINESS SCHOOLS:

Celebrating a History of Over 50 Years

by Joyce A. Jensen

MBEA Private Business School Representative

Celebrating a history of over 50 years and graduating more than 1,200 students a year, Dorsey Business Schools continue to serve Oakland, Wayne, and Macomb counties, training men and women for office careers.

While office technology has grown over the years, so have the Dorsey Business Schools. Its five campuses still adhere to the principles and philosophy of Ruth Dorsey: Dedication to the professional growth and development of its students. Dorsey Business Schools, Inc., is owned by Dennis K. Stockemer and Sandra L. Stockemer and is registered as a Michigan Corporation.

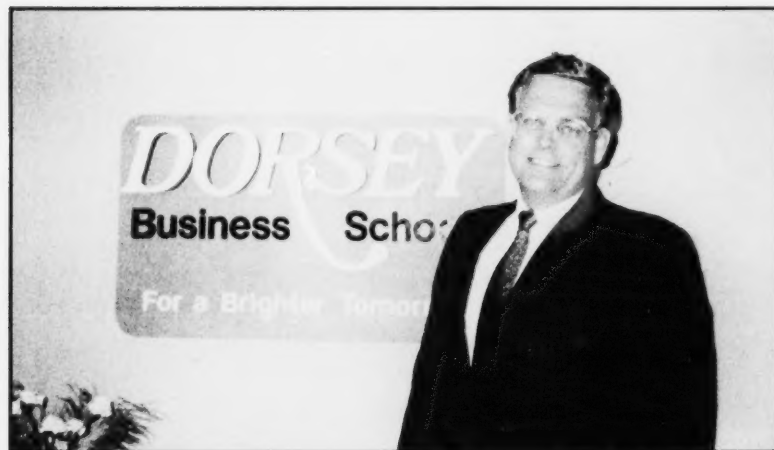
A key factor in the Dorsey's success is that enrollment is based on referrals. Fifty percent of the students attend because of referrals. Dorsey brings its quality programs to the public eye. The schools offer six-, nine-, or fifteen-month programs of study in Administrative Careers, Secretarial Careers, General Office Careers, Computer and Accounting Careers, and Travel and Leisure Careers. The courses in these areas of study are offered both in the daytime and evenings. These exciting career choices for dedicated students are made possible through scholarships and financial aid. Fifty percent of the graduates are placed prior to graduation by the Graduate Placement Service.

Dorsey has a subsidiary called Contempra Temporary Personnel Service. Contempra has the solid financial support of its parent company, with a history of placing over 10,000 graduates with employers in the greater Detroit area. The subsidiary has direct access to over 1,200 graduates as well as thousands of experienced alumni in the marketplace. Since 1989, Contempra has secured contracts from Dupont, General Motors, Ford World Headquarters, Amerisure Insurance, Manufacturer's Bank, Volkswagen, Henry Ford Hospital, Comerica, and many other businesses. Many students bypass personnel offices entirely. Contempra receives 200 job orders a month. Job orders exceed graduates at Dorsey.

The employers value the self-confidence, skills, and dedication of employees. Dorsey has a definitive attendance policy, a dress code, and an atmosphere that simulates an office environment. The schools hire modeling professionals and wardrobe coordinators to work with students. They provide instruction on grooming, poise, personality, make-up, hair care, and professional image.

The average Dorsey student is single, 27 years of age, and forced out of necessity to return to school. The average graduate makes \$13,000 to \$14,000 in an entry-level position.

Dorsey's community involvement is participation in Rotary Clubs, Chamber of Commerce meetings, and the Muscular Dystrophy Typathon. In three years, \$23,000 has been raised for this cause. Future aspirations include a travel school that includes hotel management and a school of a more technical nature with more male-oriented programs. MBEA wishes continued success to Dorsey Business Schools.



Dennis K. Stockemer of Dorsey Business Schools

JOYCE A. JENSEN

MBEA Representative

Private Business Schools

Joyce A. Jensen holds a B.A. and the M.A.T. degrees from Oakland University. She began her teaching career in 1974 with the Lake Orion School District. She is presently an instructor for Oakland Community College, Auburn Hills Campus, and Dorsey Business Schools, teaching business courses.



Ms. Jensen has been involved with various professional organizations. In addition to MBEA, she is a member of the American Association of University Women and OUAA. She formerly served AAUW as its president. When time permits, Joyce loves to ski, fish, swim, sail, and read.

She looks forward to serving the membership of MBEA in the position to which she has been elected.

MBEA Profile

CHRIS KORBEL

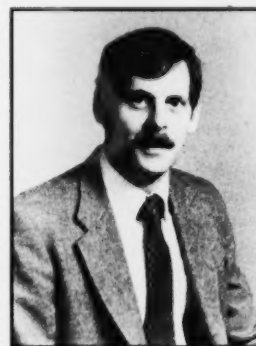
MBEA Region II Representative

K-12 Northern Lower Peninsula

Chris Korbel teaches in the Business Office Technology program at the Career-Tech Center in Traverse City. He earned his B.A. from Michigan State University in 1976 and the Masters' degree in 1982 from Central Michigan University. Chris attends numerous state and local conferences and seminars as well as national conventions. Along with other members of the cluster staff, he has presented at regional and state MBEA conventions and nationally at the NBEA convention held in Reno.

Chris has been employed by Traverse Bay Area for 14 years and has also taught adult classes and summer career exploration classes. He has presented industry training on various computer software applications packages.

Chris is active with the Grand Traverse Area United Way and the Northwest Michigan Region of the March of Dimes. He consistently brings in the highest dollar amount in the March of Dimes annual WalkAmerica. His hobbies include cross-country skiing, mountain bike riding, and reading. His three children, ages six months, four, and eight, occupy the rest of his spare time.



Your 1990-91 Business Teachers Club of Metro Detroit

by Jean Hester
BTCMD Representative

Business Teachers Club of Metro Detroit (BTCMD) elected as its new officers: Dr. Reva Gibson, President; Cleola Maxwell, Secretary; and Delmar Harkenrider, Treasurer. Under their leadership, BTCMD should continue to prosper.

Dr. Reva Gibson is the Marketing Education Coordinator at Detroit Central High School. A native of Newport News, Virginia, she studied at Virginia State College. She holds the B.S. and M.E. degrees in Business Education and an Educational Specialist and Ed.D. degree in Vocational Education from Wayne State University. Among her accomplishments are: past coordinator of the Practical Life Skills Program at Mumford High School; chairperson of the School Effectiveness/Improvement Team of Central High School; coordinator of the "I Care Rallies" and sponsor of "I Care Club International." She has many other social and community affiliations as well.

Cleola Maxwell is presently the Office Education Coordinator at Detroit's Western High School. She received the B.A. and M.A. degrees from Wayne State University and Eastern Michigan University and has completed additional graduate work at the University of Michigan. She is a pre-doctoral candidate in Educational Leadership. Her specialized training is in problem solving skills, mastery teaching, cooperative learning, and TESA. Ms. Maxwell has been a presenter at the "Excel through Excellence" Workshops. She is also secretary of Delta Pi Epsilon, Alpha Lambda Chapter, and is a member of several professional and civic organizations.

Delmar Harkenrider is a business teacher with 28 years of teaching experience. Most recently, he has taught accounting and typing at Kettering High School in Detroit. He earned the B.A. and M.S. degrees from Ball State University. He has been involved as a cubmaster and served as member of the Lakeshore YMCA Board of Directors for seven years. He is also licensed to write tax sheltered annuities. He has the distinction of being married to wife Marie for 24 years and having all his five children in college.

By the time you read this, the BTCMD will have held its October 5 fall meeting, with the theme, "Attitude and Commitment: Major Keys to a Renaissance in Education." Plans are to have Dr. Phyllis Robinson, Executive Director at Wayne County Intermediate School District for School-Community Outreach and Career-Occupational Educational Services, keynote the meeting. Plaques and certificates honoring the outstanding teachers and department heads of Business and Marketing Education in both middle and secondary schools will be awarded.

BTCMD Award Recipients

The Business Teachers Club of Metro Detroit recognized the following principals, department heads, and teachers for their continued and outstanding support to business education. MBEA congratulates these individuals:

Ms. Willie Chapman
Dr. Gloria J. Clark
Harrison Duke, III
Earlene Flowers
Dr. Reva A. Bowser-Gibson
Delmar Harkenrider
Jewel F. Jones
Lillie Laws
David L. Meadows
Randall Moody
Mary H. Pettaway
James E. West

MBEA Profile

EVELYN VAN DE LAARE
MBEA 1990 Award Recipient
for
Master Teacher of Secondary
Business Education

Evelyn Van De Laare has spent her career as a teacher at the Galesburg-Augusta High School where she is presently teaching the business information technology vocational block. She earned her Bachelor of Arts and Master of Arts degrees from Western Michigan University. She has been an active member of the National Business Education Association and Michigan Business Education Association for many years; she served on the MBEA Executive Board for two terms as the Southwest area representative. She has also held offices in the Beta Rho Chapter of Delta Pi Epsilon. Evelyn has been a class advisor for 17 years. In addition, she has served on many committees dealing with vocational and extra-curricular activities. Evelyn has juggled her very demanding teaching career with the joys of rearing three sons.

Evelyn was honored as Master Teacher of Secondary Business Education at the MBEA 52nd Annual State Convention in Battle Creek.

MBEA Profile

Dr. Mildred Williams
MBEA 1990 Master Teacher of
Post-Secondary Business
Education

Dr. Mildred Williams is presently the Program Director of Office Systems at Lansing Community College. She received her Bachelor of Arts, Master of Arts, and Doctor of Education degrees from Michigan State University. Throughout her career, Dr. Williams has spoken to many groups on the civic and educational levels. She has also researched and authored business education materials. Dr. Williams has been a longtime member of Delta Pi Epsilon, National Business Education Association, and Michigan Business Education Association, as well as several other professional organizations related to the field of business.

As the 1990 award recipient of Master Teacher of Post-Secondary Business Education, Dr. Williams exemplifies "excellence in classroom teaching and demonstrated leadership qualities. . . within the school, active involvement in professional organizations, published research, speaking engagements, etc."

NORTH CENTRAL BUSINESS EDUCATION ASSOCIATION

Questionnaire Regarding Convention Alternatives

Since 1976 the NCBEA has been rotating its annual convention among the eight member states (Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, Wisconsin). The host state co-sponsors the convention with the NCBEA. This rotation procedure is set through 1992. Prior to 1976 the NCBEA held its own convention, usually in Chicago. One of the expected outcomes of this rotation plan was to bring outstate registrations into the host state's convention; however, the outstate registration in the host states has been minimal.

NCBEA is the only region of the five NBEA regions that does not hold an independent regional convention. The NBEA is encouraging the NCBEA to review its current convention rotation practice to be sure it is best serving the needs of the NCBEA membership. Consequently, we are soliciting input regarding future NCBEA conventions by asking business educators in the NCBEA region to complete the questionnaire that follows. Responses should be returned by February 1 so that they can be tabulated and reported to the NCBEA Administrative Board at their April meeting.

We want to hear from you!

Are you currently a member of NBEA?

_____ Yes _____ No

Check the state in the NCBEA region in which you reside or work: (check one)

_____ Illinois	_____ Indiana
_____ Iowa	_____ Michigan
_____ Minnesota	_____ Missouri
_____ Ohio	_____ Wisconsin

Have you ever attended a joint state/NCBEA convention? _____ Yes _____ No If yes, in which state(s): (check all that apply)

_____ Illinois	_____ Indiana
_____ Iowa	_____ Michigan
_____ Minnesota	_____ Missouri
_____ Ohio	_____ Wisconsin

The following questions are designed to provide direction to the NCBEA Administrative Board in future planning:

1. I believe: (check one)

_____ NCBEA should continue the practice of rotating among the eight states in a co-sponsor relationship with the host state. (If you checked this response, you do not need to continue answering questions.) Return the survey to the address at the end of the survey.

_____ NCBEA should conduct their own independent convention. (If you checked this response, please continue.)

2. Location: (check one)

_____ The independent NCBEA convention should be held in the same location each year. The city I prefer is _____.

_____ The NCBEA independent convention location should rotate among the eight member state.

_____ The NCBEA independent convention location should rotate among 3-4 major cities in the region.

Some cities that should be considered are: _____

Others are: _____

3. Time of year: (check one)

The independent NCBEA convention should be held in:

_____ October	_____ November
_____ December	_____ January
_____ February	_____ March
_____ April	
_____ Other: _____	

4. Format: (check one)

_____ The independent NCBEA convention should follow a typical convention format consisting of a number of presentation choices approximately one hour in length addressing the varied needs of the membership.

_____ The independent NCBEA convention should follow a professional development format that provides a more intense opportunity for personal and leadership development through training sessions that might be conducted in half-day, full-day, or two-day formats.

_____ Other: _____

Please offer any additional comments regarding this issue that would be useful to the NCBEA Administrative Board in making this decision:

Signature (not required to be considered):

Please respond promptly and return the questionnaire to

Joyce Caton, Chair
NCBEA Convention Alternatives Committee
3896 Argonne Forest
Florissant, MO 63034.

MBEA MEMBER SURVEY

To assist in planning better conferences and conventions and to serve MBEA members, the Conference and Convention Committee would appreciate your responses to the following questions (See next page for returning survey):

A. How many years have you been teaching? (check one)

- ☐ have not yet taught or student teaching only
- ☐ 1-5 years
- ☐ 6-10 years
- ☐ 11-16 years
- ☐ 16-20 years
- ☐ 21 or more years

B. How many years do you have to work before qualifying for retirement? (check one)

- ☐ less than 5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ 16-20 years
- ☐ 21 or more years

C. How many years do you plan to work after you qualify for retirement? _____ years

D. At what level do you work in education? (check one)

- ☐ middle school
- ☐ comprehensive high school
- ☐ skill center
- ☐ state department of education
- ☐ retired from teaching (employed elsewhere?)
☐ Yes ☐ No)
- ☐ business college
- ☐ college/university
- ☐ junior/community college
- ☐ other (specify _____)

E. Check below your reason(s) for attending either a fall conference or the annual convention. (check as many as needed)

- ☐ information
- ☐ overall theme or programs
- ☐ specific speakers
- ☐ professional development
- ☐ networking
- ☐ to keep up to date
- ☐ to see new products/textbooks/materials
- ☐ because of a location
- ☐ low cost
- ☐ business tours
- ☐ social events
- ☐ they are motivational
- ☐ other (specify _____)
- ☐ other (specify _____)

F. How many days a year can you be released from your position to attend conferences or the convention? (check one)

- ☐ 0 days
- ☐ 1 day only
- ☐ up to 3 days
- ☐ 4 to 6 days
- ☐ 7 or more days

G. State your preferred day of the week to attend a fall conference. _____

H. Who pays the costs for your attendance at conferences and/or convention? (check as needed)

- ☐ my employer pays all costs
- ☐ I always pay the total cost
- ☐ I pay part (% _____) and my employer pays part (% _____)
- ☐ an outside agencies pays all or part (% _____)

I. For conferences/convention do you prefer: (check as needed)

- ☐ hands-on sessions
- ☐ demonstration sessions
- ☐ demonstrations with computers
- ☐ expert speakers
- ☐ idea sharing of participants
- ☐ all of the above

J. Did you attend the MBEA annual convention in 1990?

- ☐ Yes
- ☐ No If no, what was main reason?

K. How do you most often receive professional development (e.g., updating)? (check as needed)

- ☐ MBEA fall conferences
- ☐ MOEA convention
- ☐ other professional associations
- ☐ NBEA convention
- ☐ self-training
- ☐ MBEA convention
- ☐ the State Department
- ☐ Trends convention
- ☐ reading literature
- ☐ university courses
- ☐ other (specify _____)

L. Other comments I'd like to make about the MBEA conferences and/or convention.

1991 CONVENTION NEWS

by Karen L. Norman, MBEA President Elect

Plans for the 1991 convention in Flint are progressing smoothly. This convention will focus on our theme, "Managing Change in an Era of Integration." If you have a topic or know someone who would be an interesting addition to the agenda, please use the suggestion form to contact me by December 1. I will also be glad to add you to our list of volunteers.

The convention will officially open on Thursday, April 11, at 5 p.m. with workshops, sessions, and the president's reception. Friday, April 12, will start at 7 a.m. with sessions for "Early Birds," exhibits until 6 p.m., a luncheon and informative and fun tours. Saturday, April 13, again starts early with 7 a.m. sessions, a brunch (which replaces our traditional Saturday luncheon), and more sessions until 1:15 p.m.

I hope this agenda will assist our members in making easy access to the entire convention program. The following should help you plan further:

Hyatt Regency Room Rates: \$72 (single), \$82 (double).

Preregistration FULL CONFERENCE: \$35; On-site registration FULL CONFERENCE: \$50; ONE-DAY REGISTRATION (pre- or on-site): \$25.

Fold and mail

CONVENTION SUGGESTION FORM

Topic Suggestion: _____

Speaker Suggestion: _____

Name: _____

Address: _____

Telephone: Day _____ Evening _____

Comments: _____

Chairperson Volunteer: _____

Name: _____

School: _____

School Address: _____

Telephone: Day _____ Evening _____

Comments: _____

PLACE
STAMP
HERE

BAKER COLLEGE
ATTN KAREN L. NORMAN
MBEA PRESIDENT ELECT
G1050 W BRISTOL ROAD
FLINT MI 48507

Fold and mail.

SHORTHAND . . . continued

as a deciding factor in screening job applicants and promoting individuals.

Looking at the use of shorthand on the job, Holder and Gammell (1983) indicate that, in those offices that use shorthand, the time devoted to dictation was approximately one to one and one-half hours per week. In contrast, Hicks (1990) surveyed her former students and reported that 65% of executive/office management majors use shorthand regularly, with 54% taking dictation three to five days of the week. Of her legal major graduates, Hicks reported that 100% used shorthand regularly, with 95% taking dictation three to five days per week. Many took dictation several times a day. Baldwin (1987) reported that 40% of the secretary's office time is devoted to shorthand usage.

Type of Shorthand System

Lemaster and Hankin (1989) state that learning a new alphabet is no longer practical in business today. Goldstein (1988) says that symbolic shorthand is so difficult to learn that it discourages students. Many of them are unwilling to devote two years of their school careers to master a skill they may or may not have an opportunity to use. The pressures for higher speeds of dictation are dwindling, according to Schindler (1984). She states, "It is apparent that high speeds are not a requirement for the office worker of today nor for the future." Other studies seem to back up this statement. Baldwin (1987), for example, states that 80 to 90 wpm is now the required speed; Hicks (1990) reported that 42% of her respondents felt 80 wpm was sufficient, and another 25% considered 90 wpm to be sufficient.

Ward and Kilpatrick (1988) recommend an alphabetic system because students can grasp the material more readily and can reach speeds of 80 to 100 wpm more quickly. Lemaster and Hankin (1989) agree, saying that an alphabetic system is easy to learn and write.

Pullis (1987) goes even further and quotes from a research project in Los Angeles that alphabetic shorthand students are significantly superior to symbolic shorthand students after one year of instruction. He goes on to say that dictation-recording ability and transcription accuracy of alphabetic shorthand students are much greater than those of symbolic shorthand students. Fusselman's surveys (1985, 1986, 1987) indicate that, for most employers, alphabetic shorthand would be adequate and "seems to be a perfect compromise between employers who want secretaries with shorthand skills and applicants who have been discouraged from taking shorthand by (sic.) a number of reasons."

Kocar and Hoffman (1990) reported that 60% of Michigan schools responding to their 1987-88 survey offered shorthand. Of those that offered shorthand, 85% taught symbol shorthand and 45% taught an alphabetic system.

Current Survey

The literature verifies that shorthand is still a viable job-related competency, but that speeds required for employment are changing. The literature also verifies that a number of business educators question the need for a symbolic system and that schools in Michigan have made both symbolic and alphabetic systems available to students. The literature did not provide information sufficiently targeted to our school situation, however. The specific target group for this survey was the school similar in size and demographics to Pinckney Community Schools. The assumption of the study is that schools similar in size and demographics would have similar problems regarding the curriculum and course enrollments.

Size was defined in terms of total school enrollment and total high school enrollment. Demographics was defined as proximity to a major university. Pinckney Community Schools have a total school enrollment of 3,246 and a total high school enrollment of 1,084 for the 1989-90 school year. Pinckney is located within a 30-mile radius of a major university. Eighteen districts fit into a category of plus or minus 10% of these size and location criteria. All were in lower Michigan.

An interview schedule was developed that asked simple, straight-forward questions. The survey was completed by telephone because the method gave a higher level of response and allowed greater flexibility for comment than did a mailed survey. Each district was called to identify a business education teacher who would be able to answer the survey and to find a time when the teacher would be able to talk. All 18 districts participated in the study.

Findings

Not one of the 18 districts still offered traditional shorthand in their curriculum. Most of the schools dropped this course within the last several years, some as long as four years ago. Lack of enrollment was the biggest reason for this decision. Ten of the schools now offer alternate forms of shorthand; the remaining eight offer no shorthand at all. Of the ten schools which offer shorthand, half offer alphabetic shorthand; the other half offer speedwriting. Eight of these schools offer semester-long classes. Only two schools offered year-long courses, with theory learning in the first semester and speedbuilding in the second semester. Both types of shorthand—alphabetic and speedwriting—were offered in single semester and year-long formats.

When asked whether changes at the state level would affect shorthand offerings in their districts, all 18 responded that it would not. When asked if they expect any major changes in shorthand offerings in the next year, three districts responded yes. One school expected to lose shorthand, and two expected to add a semester of alphabetic shorthand to their curricula.

The additional comments given by the teachers were interesting and gave insight into the situations in each district:

"They [the students] found speedwriting to be easier to learn. A week-long seminar in the summer was very helpful and gave lots of teaching ideas."

"Found students could do 60 wpm at semester time with alphabetic system."

"Lost shorthand several years ago due to low enrollment. Actually lost all of the office education courses."

"Found shorthand was used only as a screen device. Felt businesses should develop another method to screen students. Also felt students did not use shorthand on the job."

"Felt alphabetic shorthand was acceptable shorthand for graduates—found that shorthand was still required to get better jobs."

"District went to offering shorthand every other year—went to alphabetic system."

"Lost traditional shorthand four years ago. Do not like alphabetic shorthand as it does not stress grammar or spelling. Need more time for transcription."

"Alphabetic shorthand class going really well. Switching to semester shorthand saved the course."

"Like speedwriting. Now offering two one-semester classes. Enrollments are up. Felt recruiting helped—gave ten-minute presentations to Typing I classes."

"Bigger demand for speedwriting. Now offering two semester classes. Found speedwriting used does not fill a semester class—needed to supplement with other material such as English or typing."

"Now offering year-long class—first semester for theory and second semester for speedbuilding. Low enrollments for second semester may hurt program."

Conclusion

The literature supports keeping shorthand in the curriculum because it is still being used in some offices and for hiring and/or promoting of individuals. There is enough evidence of use that the elimination of shorthand altogether would hinder graduates. The literature also supports the trend away from symbolic shorthand to alternative forms, whether the alternative is alphabetic or speedwriting. The lessened emphasis on high speeds has allowed these alternatives to be viable options.

The findings also indicate that traditional symbolic shorthand is no longer being taught in the medium-sized high schools that were surveyed. Both alphabetic and speedwriting classes are taught, but one-semester courses are more prevalent.

Shorthand references on p. 16

COOPERATIVE EDUCATION . . . continued

to go on to college. Students would need four years of English, three years of math, biological and physical sciences history, and social science.

Existing cooperative education efforts have been ignored by the current educational reform movement, and enrollment in cooperative education is declining. At the same time . . . , employers are facing a scarcity of workers because the number of 18 year olds will drop by 8% in 1990 and will not reach the levels of 1989 until 2003.

Data show that "larger proportions of high school and college students have been taking paid jobs while in school, but these jobs are usually not related to students' course work, and there is evidence that this kind of unrelated work experience sometimes actually interferes with students' educational attainment. Students are getting more work experience, but less of it is explicitly designed to promote learning."

But most young Americans will not spend four years in college. Only about 25% of this year's high school graduates are likely to finish college. About half will not seek any further education immediately, but many do eventually. High school may be their last chance to acquire the skills they need to lead productive lives; it is our last chance to train the people who will make up the American labor force. . . .

The solutions to meet the educational needs of young people and the demand for workers by employers is not to simply encourage teens to work or to release teens early from school to work. The focus of cooperative education should be "to promote work experience that supports students' educational objectives."

Profile of Cooperative Education

In 1989, the Department conducted a survey of 25 representative schools to profile the use of cooperative education. The results of this survey indicated that:

1. Twenty-two out of the 25 districts (88%) had students in approved cooperative education; of 7,007 seniors surveyed, 1,448 (21%) were on co-op.
2. Thirteen out of the 25 districts (52%) had students in work experience programs. Nine percent (662 students) earned credit for part-time employment, with no related instruction and minimal school supervision.
3. Forty-four percent of the districts had students who left school early to work a part-time job (624 students). . . .

From a survey of 293 coordinators, also conducted in 1989, the following provides a profile of cooperative education coordinators in Michigan:

1. 214, or 73%, are teacher/coordinators;
2. 253, or 84%, are at a high school;
3. 131, or 45%, are scheduled one to ten days beyond the school year;
4. 110, or 38%, are scheduled no additional time beyond the school year;
5. 200, or 69%, are scheduled one or two hours per day for coordination;
6. 112, or 38%, also coordinate a work experience program;
7. 193, or 63%, teach the related vocational courses;
8. 61, or 21%, issue work permits.

From the same survey, the following provides a profile of the components of their cooperative education plans:

1. 267, or 95%, use co-op as a capstone experience;
2. 250, or 87%, give additional credit or co-op;
3. 247, or 87%, have students concurrently enrolled in a vocational program;
4. 217, or 75%, have students receive vocational instruction prior to starting co-op;
5. 209, or 72%, use a written training plan in addition to a training agreement. . . .

Cooperative Education Task Force

A Cooperative Education Task force/Technical committee was established in 1989 to review cooperative education in Michigan and to make recommendations to the Vocational Technical Education Service (VTES) for

the future directions of cooperative education. [The list of members is available in the original report.] The following grouped recommendations are from the Task Force meeting held on November 2, 1989:

Group A: Obtaining Support for Cooperative Education

1. Components of work-site based education plans should be consistent statewide, so that employers are not confused.
2. School administrators need to be informed of the components of a quality work-site based plans, their responsibilities, and need for their commitment.
3. Funding must be used as an incentive to offer and to improve cooperative education plans.
4. Grants should be made available to schools to improve and provide innovative models of work-site based education plans.
5. Promotions targeted to students, parents, counselors, teachers, employers, and school administrators need to be developed.
6. Specialized brochures/literature need to be developed for employers.

Group B: Planning and Administering Cooperative Education

1. Standards of quality and guidelines should be developed for work-site based education plans.
2. Students, especially those enrolled in area vocational centers and rural high schools, will need flexibility in scheduling related instruction and cooperative education.
3. Simply releasing students the last period of the day to work when and where they wish, with little or no supervision by the school, and with no related class in school, should be discouraged.
4. Without related instruction, a school cannot assure itself that desired outcomes occur. There appears to be an unjustified faith in the ability and initiative of students to draw occupational meanings from a part-time job.
5. Criteria for all work-based site education plans should include: placements carefully selected to meet the career interests of each student, experiences with sponsoring firms whose supervisors understand their role, related in-school classes related to the job taught by credentialed teachers who can help young people interpret their experiences, and (sic.) are a part of the school curriculum.
6. Work-site based guidelines should be developed by the state department for general work experience, vocational programs, special education, and pre-apprenticeship.
7. A diversified cooperative education instructional program should be developed and utilized for those CEPD's that have few vocational program offerings. Placements would be in non-hazardous occupations and would be coordinated by a certified coordinator.
8. School Code/Rules pertaining to Pupil Accounting need to be updated.
9. Cooperative education plans should continue to be consistent with standards established by North/Central [Accreditation Association].
10. Related instruction should be offered as outlined by Vocational Education School Code: Classes for students on a cooperative education plan should meet for at least 5 hours per week, OR
11. Related instruction should be offered in line with industry's standard for apprenticeships: 144 hours of related instruction per year.
12. Common terms need to be defined.
13. An endorsement in coordination of a work-site based education plan should become part of teacher certification.

Group C: Employer Linkages and Cooperation

1. Employers need to be informed of the differences between employing youth under a cooperative education plan as part of a vocational instruction program versus other plans.
2. Helping students develop teamwork, practical problem-solving

Cooperative Education continued on p. 16

DTP . . . continued

coated paper) and to a very favorable bid for the printing work. Selecting the printing company is critical to cost savings using desktop publishing. Bringing the same camera-ready copy to three printers, each with excellent recommendations, resulted in quite different bids, one of which was not too far different from the costs of the full-service printing company.

Trade-offs were made as well. Desktop publishing has given considerable control over layout and allowed changes late into the publication schedule. This has created more flexible scheduling and eliminated charges for changes that a full-service printer makes. However, the desktop publisher gives up professional proof-reading services and assumes responsibility for all areas of quality. The desktop publisher has both editorial and technical production responsibilities. If a desktop publisher is paid for this work (by an employer, for example), the cost will not be simply supplies and printing as it is for MBEA Today. It will include employee earnings for the time expended.

Ideas for Teachers

If you have gotten this far, some ideas for your classroom are:

1. Expand the way your students look at pages: Continue to teach vertical and horizontal line and character measures, but have students begin to look at pages as areas. A number of desktop publishing guides and texts will have examples of ways to divide pages into areas. Students can look for magazine or newspaper (or other) pages which illustrate good (or poor) page design. The way that columns are created in ads, for example, can sensitize students to design as they move from word processing to desktop publishing.

2. Introduce terminology and concepts: We have provided some terms and examples for you to use.

3. Use the word processing program features to introduce desktop publishing concepts: For example, styles can be used in word processing software to do text formatting. Use graphics features to integrate clip art. Teach several approaches to handling columns. Have students critique finished pages for design.

4. Emphasize the importance of accurate input to desktop publishing: The goal of high quality documents prepared in word processing remains a high priority for desktop publishing as well. At the same time, students should know that copy prepared for desktop publishing software may need little special formatting in the word processing program. It's accuracy that counts.

5. Use MBEA Today as an example in your classroom to illustrate the decisions and trade-offs that are made in changing to desktop publishing from professional printing services.

Desktop Publishing Terminology

PUBLICATION: The file produced by Aldus PageMaker is called a "publication"; word processing software would call its file a "document."

FONT: The characteristics of type which make one typeface distinguishable from another. Fonts have been assigned names familiar to printers. A font name will usually describe whether the typeface is serified or not (possessing the "tails" on letters similar to cursive writing) and the "fatness" and "roundness" of the characters. MBEA Today copy is set in Times Roman, a serified font which is easy to read; its main headings are in Helvetica, a sans serif font readable for short items.



Fonts (left to right): Chicago (non-laser font), Geneva (non-laser font), Monaco (non-laser font), Helvetica (laser font), Times Roman (laser font). All but Times Roman are "sans serif."

Sizes (left to right): 36 point, 48 point, 72 point, 60 point, 30 point.

SIZE: The area occupied by a character is measured in a standard measure called points. Unlike word processed or typed documents which are described by lines per vertical inch or characters per horizontal inch, published documents use area. Because the size of characters can be changed, a character will increase both height and width proportionally. The "inch" in a publication is measured as 72 points wide by 72 points high (a point thus being 1/72 of a square inch). MBEA Today copy size is 9 points; the masthead is 72 points. The headings vary from 11 to 30 points depending on available space.

STYLE: A style in desktop publishing, and also in many contemporary word processing programs, is a setting in which the user can save type characteristics that will be used in combination. MBEA Today, for example, always uses Times Roman font, 9 point for size, indented first line for paragraphs. Rather than reset these each time an item is brought into the publication, a style contains these characteristics. Similarly, the headings are always in Helvetica and bolded; separate styles contain the alignment and point size. These characteristics are saved as a style and used when needed.

Resource Corner

DESKTOP PUBLISHING

These videotapes and other resources on desktop publishing are available on loan from the Michigan Vocational Education Resource Center. Call (800) 292-1606.

Title: Desktop Design

Published: Step by Step Video, 1988

Call Number: TI 48.0201 087-VT

Videotape: Presents examples of software/hardware, interviews with desktop design professionals, techniques for creating letterhead, newsletter on Macintosh.

Title: Desktop Publishing

Published: Meetings Plus, 1988

Call Number: TI 48.0201 073-VT

Videotape: Discusses desktop publishing, pagemaker software programs, and Xerox Ventura software programs.

For information on other videotapes, software, and curriculum guide information on desktop publishing available for loan, call MVERC . . . TODAY!

P.A. 25 . . .continued

are other areas (such as accreditation and certification) where guidelines are not yet available.

The core curriculum model is not a mandated curriculum, yet the provisions of P.A. 25 provide compelling reasons for school districts to meet the outlined requirements for school improvement. P.A. 25 provides the motivation to create a vision for education which is then accomplished through local development. The act also provides funding motivations with incentive money for compliance and loss of funding for noncompliance.

P.A. 25 Components

Let us visit the critical components briefly, leaving accreditation to the related article by Abela: (1) the model core curriculum and (2) the annual educational report and the school improvement plan.

Core Curriculum Model: Section 1278 of P.A. 25 presents the core curriculum model, outlining the principles upon which the model is developed:

Content principles, including academic preparation of each student, sequencing and articulation of learning through all levels, students' learning environment and experiences, and Michigan's standards of quality.

Instructional principles, including both disciplinary and interdisciplinary approaches, access and opportunity for all students, and instructional delivery (practices, materials, and technology).

Process principles, which measure student attainment at state, district, and building levels.

Evaluation principles, which are implemented within the long-range school improvement planning process.

The student outcomes concern:

Broad outcomes: participation in society, coping in a proactive way with a changing environment, need for continued learning and application of learning in diverse situations, and other elements for successful living.

Academic outcomes: derived from the Michigan K-12 Program Standards of Quality and the Essential Goals and Objectives for arts, health and physical education, language arts, mathematics and science, and world studies.

Interdisciplinary outcomes: life management, vocational preparation, employability, aesthetic appreciation, technological literacy.

At this writing, the outcomes and standards of quality are not published.

Annual Educational Report and School Improvement Planning: Many of your schools are beginning the process of complying with P.A. 25. Schools which choose not to meet any or all of the requirements for core curriculum, school improvement planning, accreditation, and the Annual Educational Report, forego the \$25 per student incentive funding provided by P.A. 25. In the case of the Annual Educational Report, the district would also lose 5% of its total state funding if it chose not to comply. The Annual Educational Report is a mandated requirement.

For those schools intending to comply fully with P.A. 25, school improvement planning process must be initiated by July 31, 1991. The school improvement process is a collaborative process through which staff identifies

P.A. 25 continued on next page

SCHOOL ACCREDITATION AND PUBLIC ACT 25

by Yvonne Abela

The passage of Public Act 25 (P.A. 25) brings some changes which may affect your schools. With this legislation, the state will become involved in school accreditation. "Accredited" means certified by the state board as having met or exceeded standards established in the following areas: administration and organization, curricula, staff, school plant and facilities, school and community relations, and school improvement plans and student outcomes. Although the Michigan Department of Education (MDE) currently has a voluntary accreditation program for elementary and middle schools (Michigan Accreditation Program--MAP), there has been no comparable program for secondary education until P. A. 25.

There will be a series of events occurring from now to about September 1991. Currently, the MDE and the Michigan Accreditation Committee are establishing proposed standards which will be distributed to ISD's, LEA's, and educational organizations. Upon distribution of the proposals, statewide public hearings will be held. Following these public hearings, the MDE will submit revised proposed standards to the State Board of Education for approval. Upon Board approval, the proposed standards will be sent to the Senate and House committees that have responsibility for legislation dealing with education.

Under P.A. 25, a school building is not required to seek state accreditation. However, any district which adopts a resolution seeking financial incentives must assure that each building in that district is in the process of becoming accredited by the 1992-93 school year. Although the state standards are not yet known, they will be established to ensure that schools have the basic programs necessary to support a quality educational program for students. Further these standards appear to be headed in the direction of student outcomes.

State accreditation will not replace North Central accreditation. Currently, North Central accredits programs in two ways—traditionally and by student outcomes. Each school building presently accredited by North Central decides which accreditation approach it wishes to meet. In an effort to reduce some of the burden on schools in meeting both state and North Central accreditation, the MDE is working on reciprocity agreements with North Central. Although a school will still need to meet both sets of standards, the reciprocity agreement will alleviate the need to go through the self-study and site visit components of the accreditation process twice.

Frequently Asked Questions about Accreditation

Why accredit all schools K-12? To ensure that schools have met set standards considered essential for effective educational programs for all students.

What is the progress to date on the accreditation standards? A draft set of standards will be available or public hearings before any standards are approved.

Will local education have input into the development of accreditation standards? The accreditation program at the Department has an advisory committee which is comprised of representatives of educational organizations, accredited institutions, and teachers.

Must every building within a district be accredited? Accreditation is done on a building-by-building basis. In order for a district to qualify for the additional \$25 per pupil, the local board of education must pass a resolution which states in part that plans will be made to ensure that by the 1992-93 school year every building in the district will be in the process of becoming accredited.

What are the penalties for not meeting accreditation standards? The mechanism for enforcement of any of the sanctions needs to be developed. Department of Education staff are in contact with organizations for their input as the mechanism is developed. The Advisory Committee on Accreditation will also have input prior to draft language being submitted to the State Board of Education for approval. Prior to enforcement of the sanctions, the Department of Education is required to provide technical assistance so that a school may meet the standards and avoid sanctions. The sanctions include: 1) replacement of the building administrator, 2) an opportunity for parents to send their child to another (accredited) school within the district, and 3) closing the building.

Source of Questions/Answers: Training the Trainers (October, 1990); see P.A. 25 reference.

P.A. 25 . . . continued

strengths and weaknesses of the school program and uses that information as a basis for making positive changes in observable and measurable student outcomes. A report of progress on this planning process is included in the Annual Educational Report.

The Annual Educational Report, due July 31, 1991, will summarize seven required components: school improvement plan status, student achievement (based on local, state, and/or national tests and other measures), retention and dropout rates, specialized schools and placement process, parent participation percentage in teacher conferences, accreditation status report, and core curriculum and implementation plan. The progress report on school improvement planning includes, but is not limited to: a mission statement, goals based upon student outcomes, curriculum based upon the goals, evaluation processes, staff development, building-level decision making, and input from Board members, administrators, teachers, other school employees, pupils, parents, and other residents.

School Improvement Teams

School districts will vary in how each proceeds regarding compliance. The State provided sessions in August, 1990, to outline the provisions of P.A. 25, but there are likely to be many different forms that take shape as each district proceeds. Of particular importance to business educators is that the language of P.A. 25 does not require that members of school improvement teams come from all groups concerned (Board, administrators, teachers, other school employees, pupils, parents, and other residents). Rather, these "role groups" must participate in the planning, development, implementation, and evaluation of the district's school improvement plan. One district may invite building-level participation; another may proceed at the district level. **But remember: THE LOCAL DISTRICT THROUGH THE LOCAL BOARD IS THE ONLY BODY AUTHORIZED BY P.A. 25 TO DETERMINE THE DESIRED STUDENT OUTCOMES FOR THE LOCAL CORE CURRICULUM.**

Conclusion: Looking Ahead

Should a core curriculum model and a school improvement process be important to business educators? Ask yourself: Hasn't business education always been committed to success for ALL students? Does your business education curriculum develop student outcomes? Are they relevant to the academic and interdisciplinary outcomes broadly identified here? Will there be input into the school improvement planning process from business education to identify the strengths of your program so that they are reflected in the curriculum developed in your district? We hope your answer to each question will be, "Yes!" If there is a "No" among your answers, please ensure that business education is represented as your school responds to P.A. 25.

Reference: Training of Trainers: Public Act 25—The Quality Incentives (1990, October 8). East Lansing: P.A. 25 Training Coalition and the Michigan Department of Education. The factual material for this article is extracted from session discussion and materials. Interpretation on business education is that of the writer.

The Carl Perkins Amendments, 1990

MAJOR CHANGES UNDER THE NEW LEGISLATION

1. There are no funding set-asides for the handicapped, disadvantaged, and adults.
2. Services for the handicapped and disadvantaged are prerequisite for local delivery funding.
3. All programs must, through performance testing, demonstrate that academics are incorporated into the vocational instruction.
4. Direct formula funding will be made to K-12 agencies and postsecondary institutions based primarily on indicators of poverty. Handicapped and vocational enrollment will also be indicators for K-12 agencies.
5. Funds for area center programs will be redistributed K-12 formula funds and a special allocation from the state agency.
6. Standards for program delivery, assessment, and evaluation will be set, with the input of a committee of practitioners by the state agency.
7. Each recipient of federal funds will be required to have a local program improvement plan.
8. Funding for sex equity and single parent programs will be made on a competitive application basis.
9. A tech prep program was created and special funding provided.

Articles for MBEA Today

Send your teaching tips, innovative methods, issues, research, or other contributions to

ANN M. REMP
P. O. BOX 307
WILLIS, MI 48191

See "Publication" on page 2 for other details.

MBEA Today
 Ann M. Remp, Editor
 P. O. Box 307
 Willis, MI 48191

BULK RATE
 U.S. POSTAGE
 PAID
 EAST LANSING, MI
 PERMIT NO. 153

COOPERATIVE . . . continued

ability, a positive work ethic, and other identified employability skills should be part of all work-site base education plans.

Group D: In-School Activities

1. Students need some organized instructional time in school in which they can discuss their work experiences with other students, have the help of an endorsed coordinator/teacher, engage in learning activities that provide information and understanding about occupations, and receive needed job-related instruction.

2. Cooperative education plans should provide deliberate learning experiences that would be outlined in a detailed training plan.

3. Cooperative education training plans should be based upon the job tasks required for a particular occupation—not minimum, routine job tasks.

4. Standardized training agreement and training plans should be developed and their use encouraged.

5. An emphasis should be placed on in-school and on-the-job safety training and right-to-know legislation.

Editor's Note: The report concludes with policy recommendations and an action plan. Contact Mr. Benton for additional information.

SHORTHAND . . . continued

References

Baldwin, B. L. (1987, Spring). Action research for business educators: Entry-level skills of beginning secretaries. *Business Education World*, pp. 11-13.

Boyce, J. (1988, February). Action research in business education. *Business Education Forum*, 42(5), 40-45.

Fusselman, K. (1987, January). 1987 help wanted ad survey. *The Secretary*, pp. 3-9.

Fusselman, K. (1986, January). 1986 Newspaper help wanted ad survey. *The Secretary*, pp. 3, 6-10.

Fusselman, K. (1985, January). 1985 help wanted ad survey. *The Secretary*, pp. 2-5, 16-20.

Futwiler, M. A. (1983, April). So you think shorthand is not in demand. *The Ohio Business Teacher*, pp. 40-45.

Goldstein, L. F. (1988, February). A pilot study on the impact of alphabetic shorthand on shorthand enrollments. *Business Education Forum*, 42(5), 24-26.

Hicks, C. (1990, Winter). Shorthand: Down but not out in New York. *Business Education World*, pp. 7, 10.

Holder, B. H., & Gammill, L. (1983, May). Office procedures: Reflections of change. *Journal of Business Education*, pp. 295-297.

Kocar, M. J., & Hoffman, R. (1990, March). Shorthand: Has its death been exaggerated? *MBEA Today*, 55(4), 1, 10-11.

Lemaster, A. J., & Hankin, E. G. (1989, March/April). What should a shorthand system be? *The Balance Sheet*, pp. 15-16.

Morris, D., & Kilpatrick, R. H. (1987, September/October). Skills and knowledge needed for entry-level office occupations. *The Balance Sheet*, pp. 12-14.

Pullis, J. M. (1987, September/October). Shorthand instruction for the modern office. *The Balance Sheet*, pp. 39-40.

Rodenz, E. (1989, Fall). The coming of age of shorthand pedagogy. *Business Education World*, pp. 25, 40.

Schindler, I. (1984, April/May). Is shorthand dead, terminally ill, or just ailing? *Business Education Forum*, 38(7), 3-7.

Ward, E. C., & Kilpatrick, R. H. (1988, February). Issues in teaching business subjects. *Journal of Education for Business*, pp. 220-222.



Carol A. Johnson (left) extends special recognition to Nancy Adams (right), 1990 MBEA Convention Local Committee Chairperson.

MBEA Today

The Official Publication of the
Michigan Business Education Association

Volume LVI Issue 3
March 1991

Dates to Remember

March 1-2, 1991 . . . Business Professionals of America Post-Secondary State Convention, Northwood Institute, Midland

March 15-17, 1991 . . . Business Professionals of America Secondary State Convention, Westin Hotel, Detroit

March 27-30, 1991 . . . National Business Education Association Convention, Opryland, Nashville, Tennessee

April 25-27, 1991 . . . North-Central Business Education Association Convention, Minneapolis, Minnesota

Business Services and Technology (BST) Curriculum Awareness Sessions . . . Personnel Development Institute (Ferris State University, (616) 592-3549):

February 13, 1991 . . . Troy (Northfield Hilton)

February 20, 1991 . . . Lansing

March 20, 1991 . . . Ann Arbor

Call for April through August sessions.

Computer Related Inservices . . . Personnel Development Institute (Ferris State University, (616) 592-3549):

February 15, 1991 . . . Excel

March 15, 1991 . . . Harvard Graphics

March 22, 1991 . . . Basic and Intermediate DOS

Call for April through August sessions.

MBEA TODAY Schedule

Some of you will note that there is no January issue of **MBEA Today**. While the convention issue was being prepared, the Flint Hyatt Regency Hotel, planned site for this year's convention, announced its February closing. You received a special January mailing concerning time-bound information. This issue contains features which would normally have been in both the January and March issues.

Your next issue of **MBEA Today** will be the May, 1991, issue which will contain details of the rescheduled convention. You will receive the fall issues as part of your extended 1990-91 membership.

MBEA CONVENTION RESCHEDULED by Karen Norman MBEA President Elect

The 1991 Annual MBEA Convention will be held at the Amway Grand Plaza in Grand Rapids on October 31-November 2, 1991, rather than at the Flint Hyatt Regency on April 11-13, 1991, as previously announced.

Late in December, 1990, the MBEA President Elect was officially notified of the scheduled closing of the Flint Hyatt Regency. As a result, alternate convention sites and dates were investigated. At its January meeting, the MBEA Executive Board discussed the advantages and disadvantages of several convention options and approved the rescheduling of the convention. Results of the recently conducted membership survey and ongoing Board discussions regarding a Fall versus Spring annual convention were

MBEA continued on page 3

1991 MOEA SUPERCONFERENCE UPDATE

by Sue Maxam

MBEA Liaison with MOEA

Mark your calendars now for MOEA SUPERCONFERENCE, August 13-16, 1991. Plan to join us for the MOEA SuperConference, **A FORCE FOR CHANGE**. This SuperConference, sponsored by the Michigan Occupational Education Association and its affiliates (MBEA is an affiliate), will be held at the Amway Grand Plaza.

MBEA AFFILIATE SESSIONS: Not only will you be able to attend sessions on strategies to deliver the new Business Services and Technology curriculum, but you will have opportunities to take advantage of area recreational facilities for the family. Sessions include

MOEA continued on page 3

TEACHING CHILDREN TO TYPE

by Lynne M. Erickson, Davenport College of Business

Lynne Erickson holds her B.S. and M. A. degrees from Western Michigan University. She has fifteen years of teaching experience at the post-secondary level, and has been a faculty member at Davenport College in Lansing since 1985.

Should elementary school children be taught the keyboard? This has been a question in the field of business education for years. Many educators feel that children's hands are too small and thus they cannot obtain adequate reach control on the keyboard. My question is—Why not? My feeling is that if children are taught in a controlled environment using proper techniques, they can effectively learn the keyboard.

Several years ago, I had the opportunity to teach a group of children keyboarding during a summer program for gifted children. The traditional QWERTY method was used. During the summer of 1990, I had the opportunity to use the Herzog approach.

Davenport College in Lansing offered a keyboarding class to children between the ages of 8

and 17. The Herzog class was offered by Davenport College to provide an educational opportunity for the children of the community as well as regular college students.

Our program consisted of six, one and one-half hour sessions, three days each week for a two-week period. The original plan was to take younger students (ages 8 to 12) in the morning and older students (13 and older) in the afternoon. The afternoon group actually had a mixture of age ranges, which presented no problem at all. There were 30 students in all, including one 7-year old, who received a total of nine hours of instruction. The students were taught on computers using Word Perfect software.

Teaching Children continued on page 9

Michigan Business Education Association Board Members 1990-91

Carol A. Johnson, President
Office Administration and
Business Education Department
Northern Michigan University
Marquette, MI 48955
(906) 227-1498

Karen L. Norman, President Elect
Baker College
G1050 W. Bristol Road
Flint, MI 48507
(313) 766-4109 or (313) 653-9299

Darryl W. Peterson
Vice President for Business and Finance
P. O. Box 54
Hillman, MI 49746-0054
(517) 742-3145 or (517) 742-4536

Mary H. Pettaway
Vice President for Membership and
N-CBEA Representative
Golightly Voc/Tech Center
19767 Cranbrook #211
Detroit, MI 48221
(313) 861-9363 or (313) 822-4090

Ann M. Remp
Vice President for Publications
Business and Industrial Education
17 Sill Hall
Eastern Michigan University
Ypsilanti, MI 48197
(313) 487-4330

Jeanne A. Mallak
Vice President for Professional Services
Business Division-Office Education Systems
Delta College
University Center, MI 48710
(517) 686-9126

Karen Y. Hosey, Secretary
South-Western Publishing Company
17243 Bonstelle
Southfield, MI 48075-3471
(313) 569-8351

Mary F. Robek, Past President
Business and Industrial Education
18 Sill Hall
Eastern Michigan University
Ypsilanti, MI 48197
(313) 487-4330

Regional Representatives
Arlene Vlahos
K-12 Upper Peninsula—Region I
Ewen-Trout Creek High School
Box 218
Ewen, MI 49925
(906) 988-2365

Chris Korbel
K-12 Northern Lower—Region II
TBA Career-Tech Center
Traverse City, MI 49684
(616) 922-6356

Sue Maxam
K-12 Southwest—Region III
Hill Vocational Center
2506 Maplewood
Lansing, MI 48910

Mary F. Skinner
K-12 Southeast—Region IV
Chippewa Valley High School
18300 19 Mile Road
Mt. Clemens, MI 48044
(313) 286-0260

Lilly Kelly Hall
K-12 Wayne County—Region V
Randolph Voc/Tech Center
17101 Hubbell
Detroit, MI 48235
(313) 863-6300

Joan Berg
Junior/Community College
Northwestern Michigan College
1701 East Front
Traverse City, MI 49684
(616) 922-1167

Carol Turner
Four-Year College/University
Ferris State University
517 Bishop
Big Rapids, MI 49307
(616) 592-2709

Joyce Alayne Jensen
Private Business School
Dorsey Business Schools
30821 Barrington Avenue
Madison Heights, MI 48071
(313) 588-9660 or (313) 628-1643

B. Jean Hester
Business Teachers Club of
Metropolitan Detroit
Western High School
1500 Scotten
Detroit, MI 48209
(313) 849-4758

Judith K. Berry
Business Education Consultant
(and Joan Ferguson, Temporary Secretary)
Vocational Technical Education Service
Department of Education
P. O. Box 30009
Lansing, MI 48909
(517) 335-0368

CLUSTER GUIDE FOR BUSINESS SERVICES AND TECHNOLOGY NOW AVAILABLE

You may now obtain the Cluster Guide for Business Services and Technology from the Michigan Career Education and Vocational Education Resource Center (MCE-VERC) at Michigan State University. For those who plan to attend BST awareness sessions sometime in 1991, you need to purchase the Cluster Guide in advance of the session. The cost is \$5 for those who use a purchase order. Tax is added if you make a direct purchase.

The MCE-VERC can be contacted by telephone at 1-800-292-1606. The mailing address for the Center is: Michigan Career Education-Vocational Education Resource Center, Erickson Hall, Michigan State University, East Lansing, MI 48824.

BST RESTRUCTURING HAND- BOOK NOW AVAILABLE FROM MCE-VERC

Business teachers may obtain A Handbook to Assist Educators Restructure Vocational Technical Education Programs from MCE-VERC. The cost may be determined by calling 1-800-292-1606.

Articles for MBEA Today

Send your teaching tips,
innovative methods, issues,
research, or other contribu-
tions to

ANN M. REM-P
P. O. BOX 307
WILLIS, MI 48191

See "Publication" on page 2
for other details.

ISSN 0892-9831

CHANGE OF ADDRESS: To ensure receipt of all MBEA mailings, please notify Mary H. Pettaway, MBEA Vice President for Membership, 19767 Cranbrook #211, Detroit, MI 48221.

REMOVAL OF NAME FROM MAILING LIST: Occasionally MBEA sells its mailing list to certain carefully screened organizations. If you prefer that your name be removed from the mailing list when it is sold, please notify Mary H. Pettaway.

PUBLICATION INFORMATION

Editor: Dr. Ann M. Remp, MBEA Vice President for Publications, 1988-1991

Publications Consultant: Professor David K. Gore, Eastern Michigan University, Ypsilanti, MI 48197

MBEA Today is a publication of the Michigan Business Education Association. It is published five times each academic year. The publication subscription is included as part of benefits with MBEA membership dues. Distribution is only to active MBEA members. Volume LIV (September, 1988, to

May, 1989) is available through ERIC Document Service: CE 052436. Volume LV (1990-91) of MBEA Today is currently indexed in the Business Education Index.

Submit articles of 750 to 1,250 words following the Publication Manual of the American Psychological Association for citations, references, tables, and number style. The deadlines for the issues are: July 15 for September, September 15 for November, November 15 for January, January 15 for March, and March 15 for May.

Introducing Edna C. Arrington

**Vice President
Business Teachers' Club of Metro
Detroit**

Edna Arrington will serve as BTCMD's vice president for the 1990-91 year. Mrs. Arrington holds the B.S. degree from West Virginia State College and the M.A. degree from Wayne State University. Both degrees are in education. She has also earned her Educational Specialist Certificate in Educational Administration from Wayne State University.

Since 1985, Mrs. Arrington has been business education department head at Mumford High School. From 1981-85, she was Mumford's Distributive Education Coordinator. Prior to that, she served on the business education faculty. She also has experience in teaching typing at the post middle school level. Her professional and community interests include membership in MBEA, NBEA, ASCD, Phi Delta Kappa, Mt. Calvary Missionary Baptist Church, and Delta Sigma Theta Sorority. She serves on many committees and in many leadership capacities in these organizations.

Mrs. Arrington is married and has two boys—Carl who is 20 and Carleton who is 16.

MBEA . . . continued

considered. Subsequently, the Board acted to extend the fiscal year six months (through December 1991). Related issues, such as terms of office for Board members and the budget, were resolved.

The membership can expect continued quality professional services: timely professional news via MBEA Today and special mailings, a three-day annual convention, and regional conferences. In lieu of the 1991 regional fall conferences, regional conferences will be scheduled for Spring 1992.

MOEA . . . continued

collaborative learning, integrating hardware/software installation and maintenance into the BST cluster, technology, and other critical topics for this decade of change.

BST CURRICULUM DISSEMINATION:

Plan now to take part in the technical updating and curriculum dissemination as well as MBEA group activities. You will receive more information in the next newsletter.

HANDS-ON SESSIONS:

What hands-on session would you like to have on Friday at the SuperConference? We have an opportunity to co-sponsor software sessions, and I would like to know what you want: WordPerfect, Lotus, dBase, MicroSoft Works, Keyboarding, integrated exercises, or other software/hardware applications. Please drop me a note at Hill Academic & Vocational Center, 5815 Wise Road, Lansing, MI 48911 about what hands-on sessions you would like available.

BUSINESS PROFESSIONALS OF AMERICA The Post-Secondary Program

Need for Post-Secondary Program

What do these post-secondary faculty have in common:

"I am advisor of the business club. I'm interested in sharing with others and building a better business program at Alpena Community College."—Bob Fournier.

"This is my second year as advisor of Business Professionals of America. We need to expand membership this year at Washtenaw Community College."—Rosalyn Culver.

"I am starting a new chapter at Monroe Community College."—Bonnie Giles.

"This is my second year as an advisor at Northwood Institute. I'm working with new members to learn as they do."—Reba Williams.

"I am exploring opportunities to increase the level of student involvement through Business Professionals of America at Kellogg Community College."—Michael Walsh.

Each person is looking for or working with a post-secondary business organization through which their students can learn from experience. These faculty attended the November 2, 1990, meeting of Business Professionals of America, held at Washtenaw Community College. Pat Pearson, Project Coordinator for Business Professionals of America, answered questions about the program for post-secondary institutions. Many were about what Business Professionals of America offered to the post-secondary institution.

Some Background

While many know the secondary program for Business Professionals of America, the post-secondary program is less well known. There are post-secondary chapters in eight states: Iowa, Idaho, Kansas, Indiana, Michigan, Ohio, Texas, and Wisconsin. Iowa, Kansas, Ohio, and Wisconsin have the largest memberships in the post-secondary program, while others, like Michigan, are just beginning to establish chapters.

Michigan chapters are established at Northwood Institute, Wayne County Community College, Washtenaw Community College, Davenport College (Kalamazoo), Henry Ford Community College, Lake Superior State College, Great Lakes Community College, and Mott Community College, and others are just getting started.

The Student Organization

While faculty met, the state officers for Business Professionals of America conducted their meeting. Terry Sample from Northwood Institute is State President. He convened the meeting, welcomed participants, and introduced his other state officers: Secretary Dorothy Weatherly, Wayne County Community College, and State Treasurer Catherine McGhee, Wayne County Community College. The other state officers are: Beth Fitzpatrick, Davenport College; Nancy Schueren, Wayne County Community College; Chris Philo, Northwood Institute; Karen Westgate, Tecumseh; and Sharon Lazzaro, Northwood Institute.

A videotape about Business Professionals of America explained the four divisions of the organization: secondary, post-secondary, associate, and alumni. The organization is stressed as a co-curricular, not extra-curricular, opportunity to learn. Rather than separate from the curriculum, Business Professionals of America is coordinated with instruction.

Members may participate in competitive events, recognition programs, torch awards, and the national leadership conference. The Torch Award is the highest award given, based on professionalism and leadership. The post-secondary program has its own state and national conventions with seminars, speakers, competitive events, and banquets. Competitive events for post-secondary include prepared and extemporaneous speaking, legal applications, occupational events, and other specialized and general business knowledges.

Organizing a Chapter

Pat Pearson can provide the application form for a chapter and the post-secondary constitution. For a chapter to be eligible to participate in this year's state and national conventions, the chapter application must be filed with the National Center by February 15, 1991; however, a chapter can start at any time by completing a straightforward, short application. Members pay \$7 to national and \$3 to state for dues.

The state convention will be hosted by Northwood Institute on March 1-2, 1991. Reba Williams, BPA Advisor at Northwood, indicates that there will be workshops as well as competitions. The state convention would be an ideal opportunity for potential faculty advisors to learn about the post-secondary program. The national leadership conference will be held on April 20-23, 1991, in Orlando, Florida.—Submitted by A. Remp.

HYPERMEDIA

by Marilyn Burkhardt

Introduction

Hypermedia is the organization and display of information using a variety of media, including text, interactive video, maps, animation, graphics, and sound. Hypermedia systems can link together many disparate relationships and forecasting models, making them a valuable developmental tool.

Three of the most popular hypertext application packages are Apple Computer's Hypercard and Supercard for the Macintosh and Owl International's Guide for the IBM family. Zenith's Toolkit is a related application as well. Many hypermedia systems are being designed to teach, such as the GIS Tutor that teaches geographic information. This application is only one of many applications being developed using hypermedia design. Another is the Reg-in-a-Box application that takes government regulations on underground storage tanks and creates an expert system for users.

Terminology and History

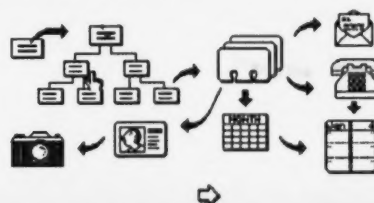
Hypermedia, also known as interactive multimedia, allows one to combine interactive video, maps, animation, text, graphics, sound, and statistical data in a nonlinear format. Until recently, most information has been organized for retrieval from a computer in linear fashion, that is, in a set sequence. Hypermedia allows the user to move from one piece of information to associated information, typically by a click of a button.

The term "hypermedia" is inherited from the term "hypertext."

Several notecards from Apple's Hypercard stack introducing Hypercard concepts to users appear in this article.

HyperCard is a personal toolkit

You can use HyperCard to create your own applications for gathering, organizing, presenting, searching, and customizing information.



MICHIGAN ECONOMIC EDUCATION COUNCIL SESSIONS

The Michigan Economic Education Council wishes to announce the following workshops and professional development opportunities for the second semester (1991):

DATE	SESSION TOPIC	LOCATION	TIME
February 8, 1991	Dealing with the Deficit	East Lansing	All day
February 26, 1991	Rise of the Asian Economies	Detroit	All day
March 5, 1991	Teaching about Economic Policy	Mt. Pleasant--Central Michigan University	All day
March 11, 1991	Teaching about Economic Policy	Ypsilanti--Eastern Michigan University	All day
March 15, 1991	Understanding the Savings and Loan Crisis	Marquette--Northern Michigan University	All day
April 12, 1991	Politics and Perestroika	Green Bay--University of Wisconsin	All day
April 26, 1991	Rise of the Asian Economies	Holland	All day

For further details on registration, contact the Michigan Economic Education Council, P. O. Box 1528, Ypsilanti, MI 48197; or telephone (313) 487-2071.

HYPERMEDIA . . . continued

Both terms were coined by Ted Nelson in the 1960s and early 1970s (Saffo, 1987). Hypertext is generally used to refer to applications relying on text, not other media, and is similar to a series of notecards that allow the reader to access information expanding on and illuminating key points in the text. The user clicks on a piece of text displayed on a computer screen to bring up another piece of related text or graphic image. This text or image can then be linked to other pieces of text or graphic images. The user can continue to explore key ideas through a series of such links, much the way that children build with tinkertoys.

Vannevar Bush, science editor to Franklin D. Roosevelt, is often credited with originating the concept of hypermedia. He stated, "The human mind does not work that way [i.e., in linear fashion]. It operates by association. With one term in its grasp, it snaps instantly to the next that is suggested by the association of thoughts" (Bush, 1945). Bush envisioned a future, now here, of a vast and growing quantity of research information and lamented our inadequate methods of sharing and reviewing that information. He attributed this inadequacy largely to the artificiality of systems of indexing. These alphabetic or numeric indexing systems require one to trace materials by sequential searches from subclass to subclass.

Current Software Technology

Although much of the publicity surrounding hypertext has been associated with Apple's Macintosh and its Hypercard software, hypermedia software for the IBM family of personal computers is also appearing. Until August, 1987, hypermedia was a relatively obscure concept, accessible only on high-end workstations, such as the Sun or Apollo. Then Apple released a new software product named Hypercard, written by programmer Bill Atkinson. Hypercard is often billed as an organizational tool or a software erector set. The

name was derived by using the metaphor of a stack of index cards that can be linked together. Links are activated by clicking the mouse on buttons displayed on the screen. Each card can contain a combination of text, graphics, and buttons that allow one to organize information by association. The user can sort through and jump from card to card in a nonsequential manner. Apple's decision to package Hypercard free with every new Macintosh made it the most widely distributed authoring system for hypermedia applications (Kinnell, 1989).

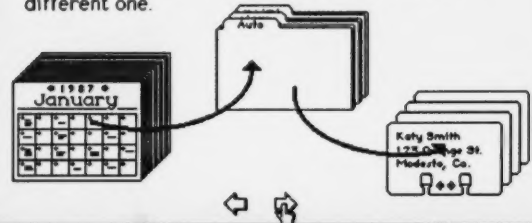
Hypercard has five user levels. At the simplest level, users with virtually no computer experience can use Hypercard in the browsing mode to navigate freely through an information system known, in Hypercard jargon, as a stack. At the three intermediate levels, the user may add text information to a stack, may add graphic images, and may author (that is, build links between various cards by creating on-screen buttons). The highest level, scripting, provides access to the English-like programming or scripting language known as Hypertalk. The average user, however, is never required to use Hypertalk to review or modify stacks.

Supercard extends the Hypercard metaphor of a stack of cards to a group of stacks that can be displayed in different windows as part of a project. Supercard takes advantage of the larger screens offered in the Macintosh II series and offers additional control over the entire Macintosh environment (windows, icons, dialog boxes,

design packages, the ability to attach scripts to irregularly shaped polygons in graphic drawings, and support for graphic devices capable of displaying 256 colors. Supercard has one major drawback: Its versatility comes at the expense of speed and the need for a large amount of

Linking

You can tie related information together with LINKS. Then a single click takes you to just what you're interested in—whether it's in the same stack or a different one.



random access memory.

Owl International, the developer of Guide, was the first producer (1986) of a hypertext system for the personal computer and offers products for both the Macintosh and the IBM family of personal computers. Only the IBM-compatible version will be considered here. The system runs under Microsoft Windows. A full range of pull down menus, cut-and-paste options, and other features are included. Guide is easy to learn and has good on-line help.

Applications of Hypermedia

As hypermedia applications become more numerous, many of them will take the form of text animations that help bring to life a piece of dull, confusing text. Many hypermedia systems are currently being designed for interactive, self-paced education. GIS Tutor is an example which presents coverage of pertinent introductory material which might be found in a textbook. It is more fun to go through than reading a textbook, in large part because of its nice graphics and animations. It also provides the freedom to explore topics by allowing the user to go back and forth among the links and notes (Wiggins & Shiffer, 1990).

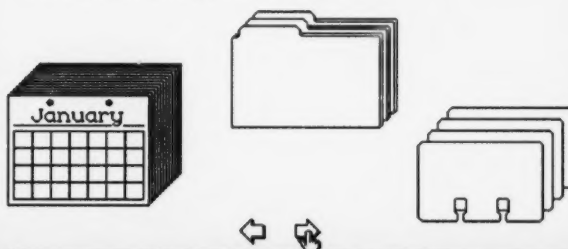
I can envision a growing system in which all participants have access to hypermedia information systems. Each individual would establish his or her own links and trails through these systems and might also be able to contribute new information.

While there will clearly be difficulties in developing and using hypermedia, the power of the visual image cannot be understated. Hypermedia provides the opportunity to take control of information in an exciting and interesting way.

Hypermedia continued on page 12

Stacks

Cards are grouped together with other cards into STACKS. Cards in a stack often share the same look and contain similar information.



pull-down menus, and other features). Supercard also provides three enhancements that may be of interest to potential users: the ability to import drawings prepared with standard computer-aided

Recommendations for New Advisors of Vocational Student Organizations

by Darlene K. Salminen-Conroy

Business educators have been instrumental in trying to prepare students for the challenges which will face them in their lives. Two focal areas have been curriculum updating and formation of vocational student organizations. The intent of this article is to provide information and insight to prospective advisors of vocational organizations. The author has been an advisor for a local chapter of Business Professionals of America; therefore, the viewpoint of the information and recommendations will be specific to this organization. The recommendations should be transferable to other organizations as well.

Inheriting the Role of Advisor

If the school does not have a local chapter, the business educator can form a new chapter by contacting the national, state, and regional advisory levels of Business Professionals of America. However, a business educator can inherit the role of advisor from a veteran colleague.

In this situation, both the current and new advisors benefit by not transferring full responsibility all at one time. It is advisable to have a period of time to share in a dual-advisor role. The veteran advisor and the new advisor can co-advise, allowing a smooth transition from the mentor to the new advisor. The new advisor needs to learn the "ropes" of the position and recognize the "do's and don't's."

Helping Officers Develop a Plan

Local chapters are given guidelines from the state and national levels of Business Professionals of America for activities in which the chapter can engage. Each chapter must develop a plan for the school year. As advisor, I developed a list of suggested activities as a guide to fulfill objectives set by the local, state, and national organization. These included professional development (speakers, field trips, videos/cassettes, competition, fall leadership conference, and other activities), fundraising, service projects, ceremonies, awards, and meetings.

The officers discussed these ideas, then inserted some of their own and deleted others. The next step was to present suggested activities to the general chapter membership and proceed with the accepted activities.

Delivering Curriculum

The vocational student organization should ideally be integrated with the delivery of related vocational class. The reason for this is that the course is comprised of students interested in a culminating experience in business education, and the integration of the vocational organization with the curriculum can easily be accomplished. However, the ideal does not always exist. In my case, meetings were scheduled

during the advisor's preparation period once a month. Also, special efforts were needed because not all members were in a single class or even in the advisor's classes.

Contacts with Key Advisors

The new advisor must be in contact with key advisors on the local, state, and national levels of the organization. Various types of contacts prove to be worthwhile, such as person-to-person, telephone calls, and written correspondence.

At the local level, advisors can share ideas for the organization, promote camaraderie, and share in the responsibilities of competition, such as the administration of tests and costs associated with the competition.

The advisor must check for compliance of the organization's purposes and activities with the guidelines set forth by the state and national levels. Here discussions with the state advisor for Michigan, Ms. Pat Pearson, included promotional ideas, information on competition, areas for improvement, and information for the new advisor. Written correspondence from the national level included general and competitive events information.

Recommendations for New Advisors

In my opinion, there are many recommendations that should be helpful to others who undertake the role of vocational student organization advisor. Here are several:

1. Welcome the opportunity to advise. It is the professional duty of business educators to utilize all methods possible to teach our youth. Don't feel you are being overwhelmed. Hopefully each business educator has taken or will take a turn as advisor. Contribute wholeheartedly. The rewards will be there.
2. Delegate the duties of the organization. The advisor should delegate to the officers. The officers should delegate to committees and/or members. Use the organization chart effectively. Get all the student members involved.
3. Be organized. Create a filing system for the organization using manila folders and a filing cabinet. Use check lists for time management. Teach organizational skills to the officers.
4. Rally the support and encouragement of the other business teachers for promoting Business Professionals of America.
5. Obtain support of the administration. Get support from the vocational director, the principal, the assistant principals, the counselors, the assistant superintendent of instruction, the superintendent, and the board of education. Support is needed for recognition of the importance of the organization, allowing school time for meetings, providing allocations of

money as necessary, providing release time and supplemental income for advisors, and providing equal recognition among school organizations.

Some methods the author used to obtain support from the administration were to invite individuals to the officer installation ceremony and to the competitive events as judges, speakers, and/or onlookers, send personal notes to administrators about the accomplishments of the organization, and acknowledge those administrators who rendered support.

6. Take advantage of the advice of your mentor. His or her experience is invaluable. Then add your own personal touch as the advisor. But as advisor, do not be the leader. Let the officers lead.

7. In working with the student officers and members: Conduct officer meetings one week prior to the general membership meeting to allow time to prepare the agenda, gather information for presentation, and notify members. Solicit ideas from the officers and general membership. Provide guidance to ensure compliance with Business Professionals of America standards and with school policies. Encourage a variety of activities. It will be more interesting and will help to provide something for all members.

8. Encourage all members to participate and help them identify with the organization and each other through visible means (our students purchased chapter sweatshirts). Inform members through the use of bulletin board announcements in each business education classroom, memorandums, public address announcements, daily school bulletins, and word of mouth.

Conclusion

The advisor for the Business Professionals of America organization has a unique opportunity to utilize another method or means of instruction. Of course there are drawbacks. It is time consuming. There are paperwork requirements, meetings with officers, general meetings, and contacts with outside sources. So why be an advisor?

There are definite advantages. My school does allow school business days for me to take members on field trips and to the competitive events. The members appreciate and acknowledge my efforts. The administration also acknowledges this effort. The advisor will feel pride and satisfaction when a member matures, grows, participates, and achieves. The advisor becomes more involved in a different light with the members/business students. It is fun. It is worthwhile. It is self-motivating. It is your responsibility. I am enjoying my term as advisor. You will, too. Try it!

P. A. 25 and THE ANNUAL EDUCATIONAL REPORT

by Ann Remp, Chair, MBEA Crucial Issues Committee

Editor's Note: This article is a followup to several efforts to keep MBEA members fully informed about the impact of PA 25 on business education and the impact of business education on PA 25. The November issue reported an overview of PA 25. A special mailing to members in early January concerned input to the State Board of Education on the draft of the Model Core Curriculum Outcomes. This article assumes that you have read these other articles, for it makes some assumptions about core curriculum outcomes.

School buildings and districts are working aggressively to comply with requirements of Public Act 25 (PA 25). As indicated in November 1990 issue and in the January 1991 special mailing to members, there is an aggressive review process going on throughout the state. Following finalization of the model core curriculum outcomes, school districts will be developing an Annual Educational Report to show the school district and school building progress toward meeting the requirements of PA 25.

The purpose of this update is to identify what the Annual Educational Report (AER) will contain, some observations from the November 30 PA 25 training session on the writing of the AER, and what types of contributions business educators (primarily through their departments) can make to the AER.

The Annual Educational Report

Each school district which intends to comply with PA 25 and qualify for continued school

aid funding and additional quality issues funding is preparing the AER for the Michigan Department of Education. This report is due to the state on July 31, 1991. The report is to reflect the status of school improvement planning in the district and certain statistical data, including special school enrollment, retention, and parent-community involvement.

In addition, the AER is to contain the beginnings of how the school district will implement the core curriculum. This section will identify the "who" and the "how" of achieving various outcomes. The Michigan Department of Education distributed sample pages of a hypothetical report in mid-1990 and has continued to provide training to ISD and school administrators and other personnel on how to write the report.

The draft of the AER must be presented to the various school communities before it is sent to the State. As a result, school districts are working under very tight deadlines. Most districts will have to have a draft ready for public review by mid- to late spring in order to react to public input. Draft writing, then, will be very intensive during the early months of 1991. If business education is to submit input to the AER, it is important that it be done early in the year.

Preparing the AER

Several observations can be passed along to you:

1) School districts and school buildings are assembling data on achievement, retention, special schools, and related report requirements. Some school districts may treat the vocational centers as special schools, requesting only limited information (for example, criteria for enrollment) but not asking those schools to become involved in the school improvement process. Other school districts may approach vocational education differently, defining their roles more broadly. Judi Berry, Business Education Consultant, says, "The majority of school districts will request limited information from vocational centers, causing them to be invisible in this process. We [business education] need some way to promote them."

2) Writing teams are presently operating with only the Draft Core Curriculum Outcomes from the Michigan State Board of Education. They will only have a finalized version after the review process is complete. Overall, the preparation of the AER is a demanding task, and some members of the school improvement planning team may be operating without any release time from other assigned responsibilities.

3) The AER is viewed as a document with multiple purposes: The first purpose is to present a progress report on school improvement planning. Another purpose, however, is to allow school districts to present what is already being achieved in quality outcomes.

AER continued on page 8

Figure 1. EXAMPLE

CORE CURRICULUM

Example Secondary School—Computer Education

The students of Example Secondary School meet the outcomes for computer education identified by the State Board of Education Model Core Curriculum.

Every student in Grade 9 enrolls in the course, Computer Literacy and Applications, offered by the Business Department. The Business Department articulates with Example Middle/Junior High School computer education teachers to ensure that the students are receiving instruction of a continually advancing nature, not duplication of instruction received in earlier grades.

The textbook selected for the course emphasizes information technology literacy, showing the computer as part of a global information system and as a tool for academic, economic, career, personal, and social development.

TEACHING CHILDREN . . .continued

Each day during the first week, the children were taught new letter keys using the Herzog methodology of introducing the keys in alphabetical order. After the new keys were introduced, traditional repetitive typing drills were used to reinforce them.

In addition to these drills, a variety of activities, such as word games, were used. The students were given a group of letters plus at least two vowels. With those letters, the students were then asked to create as many correct words as possible in a given time. This game was extremely popular and the students were very competitive.



Nicholas Erickson learns keyboarding.

Creative writing also proved to be an effective means for keyboard practice. The students were given a topic to write about or had free choice if they had another area, such as poetry, they wanted to use.

Working with children is always rewarding for me. This particular group of children was extremely motivated and eager to learn. They quickly learned each group of keys. I was very impressed with their ability to apply proper technique and fingering from the first day. The alphabetic approach is definitely a positive way to teach proper keyboard technique to children because they do quickly identify with the alphabet.

Having taught children with both the QWERTY and Herzog methods, I can compare the two teaching approaches. The alphabetic method seems to be more acceptable to children. The children responded quickly and accurately to alphabetic order. They automatically keyed the letters using the correct fingers from both oral and printed material. The QWERTY students did not seem to learn the keys as quickly as the Herzog students. With the QWERTY method, approximately seven hours were spent introducing and reinforcing new keys, as opposed to four and one-half for the Herzog method.

The parents of the participants felt the class was a worthwhile activity for their children during the summer. They appreciated how quickly the students grasped the skill of keyboarding. With the growing number of families using home computers, the parents were concerned that their children be taught proper techniques by a professional. The method is probably appropriate for adults, and I may try it with them at some time.

We live in a computer-oriented society. Children will be using computers at home and in the classroom. Those who have been taught proper technique will be further ahead in the long run than those who have not. Should children be taught to keyboard? YES!



Learning with children from 7 to their teens.

AER . . . continued

Writing teams are encouraged to report successes of the school district in the AER along with plans for meeting the requirements of PA 25. Personnel from the Michigan Department of Education encourage including newsworthy topics in the AER. Some of the topics which may be included are curriculum news (pilot programs, course improvements, community programs, etc.), student activities (winners in district, area, regional, state, or national contests of all sorts, and special trips, investigations or other activities), parent/community activities (like partnerships or other parent programs and involvements), staff events (like authoring major educational articles or election to educational group office or leading unique classroom or school activities), school information (historical notes, college nights, etc.), and other events or activities.

The AER and Business Education

There are implications for business teachers. With the caution that every school environment is different, here are some observations:

1) The AER reflects school improvement planning and therefore presents opportunities and hazards. For business educators, this is an opportunity to integrate business education into the total quality program offered to students. The Business Department may regularly summarize information pertinent to the AER. Since the AER, in part, should focus on significant school publics, the Business Department may want to forward information on its activities. Suggestions are: classroom/business interaction (speakers, fieldtrips, shadowing, etc.), follow-up studies, advisory committee meetings with the business community, community service activities, involvement of students in student organizations, focus groups you may sponsor for parent input, and other activities.

2) The AER must begin to tell how the school district will achieve the model core curriculum outcomes. As mentioned in the January mailing, school districts MAY report exceptions to the model core curriculum outcomes. If business outcomes are included in the final model, school districts may still choose to treat these as "variances." Business educators must work internally to include business education outcomes in the local curriculum outcomes.

Business teachers should anticipate some of the outcomes which will appear in the core curriculum. Keyboarding and computer literacy are two areas of importance to business educators. Teachers can begin now to identify both what is presently provided (or not provided) K-12 and what can be provided as the schools address quality issues.

Figures 1 and 2 relate to this. In its sample report, the State Board of Education distributed sample pages (on which Figures 1 and 2 are modeled) which might serve as models for the AER. With appropriate planning, the business education department might develop one or more pages to show how the business department contributes to the core curriculum. Based on the suggested format, Figure 1 suggests what the Business department might contribute to achieving core curriculum outcomes for computer education/literacy.

Figure 2 needs a bit more explanation: A secondary business department concerned about elementary and middle/junior high keyboarding might propose a rotation plan for several of its business teachers to teach "out of level" at the elementary or middle/junior high level, thus providing keyboarding instruction by those most qualified to teach keyboarding. If such a plan were adopted, Figure 2 might show what could appear in the AER.

Conclusions

The teachers on the building school improvement teams (we hope that includes some of you) and at the district level have a very large task in front of them. Judi Berry, Business Education Consultant, believes that "we can influence the Core Curriculum component of this report."

Initial discussions with several ISD personnel suggests that input from teachers is not only desired, but needed. Business educators can provide newsworthy data and show how the business department helps achieve core curriculum outcomes.

Figure 2. EXAMPLES

(These are intended to encourage business educators to explore means of working cooperatively with the elementary and middle/junior high educational levels to discover ways that business teachers can contribute their expertise. They are not intended to represent any position or prescription on how the individual school should achieve keyboarding objectives.)

CORE CURRICULUM

Example Elementary School—Keyboarding

All Example Elementary School students—Grades 3 through 6—receive core curriculum keyboarding instruction.

Keyboarding instruction is scheduled for Grades 3 and 4 for six weeks. Instruction is delivered by one or more business teachers from Example Secondary School Business Department. Secondary business teachers teach keyboarding out-of-level for two hours each day. Thus a teacher certified in keyboarding develops initial keyboarding skill according to sound instructional methods.

Secondary business teachers work with elementary teachers in Grades 5 and 6 on methods to reinforce keyboarding habits in any class during which students use the computer. Example Elementary School addresses all the keyboarding outcomes identified by the State Board of Education Model Core Curriculum.

CORE CURRICULUM

Example Middle/Junior High School—Keyboarding

All Example Middle/Junior High School students take a 9-week Keyboarding on Computers class during Grades 7 or 8. Instruction is delivered by one or more business teachers from Example Secondary School Business Department. Secondary business teachers teach keyboarding out-of-level for two hours each day. (Alternative: The Example Middle/Junior High School has hired a business teacher whose certification is for business subjects Grades 7-12.)

Two levels of keyboarding are offered, a beginner and advanced beginner levels. Students with no keyboarding instruction are placed in the beginner course. Students who have had keyboarding instruction at the elementary level are evaluated for placement in keyboarding instruction. The keyboarding instruction is coordinated with computer education and other classes which integrate computer instruction.

Example Middle/Junior High School addresses all the keyboarding outcomes identified by the State Board of Education Model Core Curriculum.

MBEA FALL REGIONAL

REGION I CONFERENCE

by Arlene Vlahos, Region I Representative

The Region I fall conference was held on September 28, 1990, at the Holiday Inn in Marquette. Approximately 70 people attended the conference. Dr. Robert N. Hanson was well received by the group; he addressed the group on "Forty years of Change" that have occurred in the business education field. He also presented a topic on "Teaching Typewriting on the Microcomputer." Dr. Hanson is retiring from Northern Michigan University; we honored him at the luncheon with a gift and cake.

The session on Public Act 25 was also well received and was very informative. Several exhibitors were in attendance at the conference. The exhibits are always appreciated by the Upper Peninsula teachers. Ms. Jane Blomquist, Gogebic Community College, Ironwood, co-chaired the conference with me.



Dr. Robert N. Hanson receiving his copper plaque of the Upper Peninsula-Region I (Left to right: Carol Johnson, Dr. Hanson, Arlene Vlahos, Jane Blomquist)

REGION II CONFERENCE

by Chris Korb, Region II Representative

I am pleased to report that the Region II fall conference was a smashing success. I inherited my enviable position since much of the preliminary work had been completed by Gayle Prouse and Lou Person. About 70 persons were in attendance. The photos from the session will provide a glimpse of the conference. The sessions were well received and the Dow tour was a real highlight of the day.

Ron Cassle speaking on "Integrating Adults"
-Region II



Participants enjoy conversation over lunch.
-Region I



Roger Brown talks about dealing with
"Angry People."-Region II



Chairperson Lou Person introduces speaker for
panel on entrepreneurship.-Region II



CONFERENCE ROUNDUP

REGION III CONFERENCE

by Sue Maxam, Region III Representative

The Region III Conference went well. Judy Huffman, Kellogg Community College instructor, did an excellent job of planning the conference. A panel presentation of area Japanese employers and employees was given on Japanese business philosophy and doing business in the U.S. A Japanese-style. After brunch, participants chose either hands-on sessions (DOS, Lotus 1-2-3, or dBase IV) or a tour of one of the Japanese companies. Fifty-four participants attended the conference and represented both secondary and post-secondary levels.

REGION IV FALL CONFERENCE

by Mary Skinner, Region IV Representative

The Region IV Conference was held at Macomb Community College, South Campus, in Warren on October 12, 1990. This is the first year that the conference was held at this easily accessible location. The conference was attended by 36 MBEA members. Evaluations of the sessions were excellent. The local interest in Public Act 25 is very high. Three student members of Chippewa Valley's Business Professionals of America club were of assistance with the on-site registration.

REGION V CONFERENCE

by Lilly Kelly Hall, Region V Representative

The Wayne County Fall Conference was held on Saturday, October 27, 1990, at Detroit College of Business, Dearborn campus, and proved to be an exciting, informative event. Dr. John Kushner, Vice President for Academic Affairs, was a gracious host and made certain that all our needs were met. Dr. Kushner was presented with a lovely fruit basket in thanks for his hospitality. Willie Chatman, co-chairperson of the conference, presented him with a plaque in recognition of his continued support of MBEA and the Wayne County conference at a later date.

The day began with a delicious continental breakfast sponsored by Karen Hosey of South-Western Publishing Company. Those attending were able to select two of the following sessions: Motivating Yourself to Motivate Others by Thomas Blackwell, Newtorking--Instructional Delivery System of the 90's by Donna Aveck, Public Act 25 by Halyna Bialczyk, and WordPerfect 5.1 by Ann Battle. A buffet luncheon compliments of Detroit College of Business was the final event of the day.

Results of the conference evaluation proved this event was a huge success. I extend thanks and appreciation to those who worked to make this an excellent conference.

SPECIAL THANKS TO EXHIBITORS

MBEA extends thanks to all the companies, other organizations, and individuals who assist in making the MBEA Regional Conferences valuable and enjoyable for participants.



Participants explore instructional materials at Glencoe/McGraw-Hill Exhibit.--Region I



South-Western Publishing Company's exhibit attracted lots of attention throughout the day.--Region II

MBEA Today
Ann M. Remp, Editor
P. O. Box 307
Willis, MI 48191

NONPROFIT ORG.
U.S. POSTAGE
PAID
EAST LANSING, MI
PERMIT NO. 153

The Herzog* System in Special Education

by Linda Sottnek

Santa Rita High School, Tucson, Arizona

Improving self-esteem while developing skills that are personally useful and potentially marketable is a goal of special education. Three teachers of special education students at Santa Rita High School in Tucson found that having students write using a word processing program with a spelling checker was quite effective in accomplishing this multifaceted goal. A problem was that many of these students were slowed and frustrated by their lack of keyboarding skill.

Use of the Herzog System for teaching keyboarding skills appears to be a promising solution. About 50 students were taught keyboarding using this program for only nine days, 45 minutes daily, during their English class. At the end of the nine days, those with no previous keyboarding lessons were typing about 12 to 17 words a minute. Those who had some keyboarding in junior high the previous year were averaging 20 to 25 words per minute. Most students made a sincere, consistent effort. Only five of the 50 refused to get involved preferring to "hunt and peck."

Asked for their opinions two months later, a typical student comment was, "It was fun, a challenge and a break from regular work." Others said: "I have a computer at home. Now I don't even have to look." "It helps me with my studies like essays, resumes, and job applications." "It increased my speed."

How did this all come about? In the fall, as the teachers sought a way to increase student efficiency in word processing and other computer applications, information began to trickle in on the Herzog method which claimed to be a quick and effective way of teaching keyboarding skills.

Two unique features of this program are using "hub keys," caps with a circle of raised bumps that are attached temporarily or permanently to the pivotal D and K keys, and teaching the keys in alphabetical order rather than by the home row method. This increased kinesthetic reinforcement and decreased need for rote memorization and seemed particularly well-

suited to a cross categorical but heavily learning disabled student population.

Most of the necessary elements were purchased with vocational grant money. The school computer specialist helped overcome lab scheduling problems, and the program was launched. Three teachers took the students in their resource and self-contained English classes to a computer lab equipped with Apple IIe computers, Imagewriter printers, and the Bank Street Writer word processing program.

The D and K hub keys were put in place and each station was equipped with a copy of the student manual held by a copy holder placed at screen height to the left or right of the screen as each student preferred. The teachers involved were proficient at keyboarding, but none had ever before attempted to teach it.

For five days the introduction and first five of the 18 program modules were followed, basically as outlined in the teacher's manual, with certain procedures and keys presented to and practiced by all students each day. By the end of the fifth module, basic position and all letters plus the comma, period, semicolon, and shift keys had been introduced and practiced. During the next four days, each class period began with warm-up followed by three short timings after which each individual was allowed to proceed through the remaining modules at his or her own speed.

In retrospect, the teachers involved feel teaching keyboarding is important and the Herzog method efficient. Because of scheduling, the students were not given much follow-up

time in the lab using word processing to do writing assignments. When his class was able to work at the computers again after a lapse of about three weeks, one student spontaneously remarked, "It seems like I knew where all the keys are and I didn't make one mistake!" The refresher course was apparently very beneficial for those with previously learned good habits who now exhibit greater confidence and speed. The few who already had a little speed using previously learned incorrect fingering or "hunt and peck" systems were most resistant, saw no need to "do it right," and showed no gain.

There are some problems, both encountered and foreseen. The most difficult is limited access to the one computer lab. Students who do not have computers at home need to have access other than during English class so they can use their computer skills in doing assignments from other classes or in whatever applications are meaningful to them.

Do these three teachers plan to continue to teach keyboarding using the Herzog method? Of course we do! Next year we plan to use it in special education English classes for about six of the first nine weeks, emphasizing the need to the students by first teaching a word processing program. For further information, contact the Santa Rita High School Special Education Department in Tucson by calling (602) 721-6301.

*The Herzog System of Keyboarding, Copyright 1989, Barbara and Stuart Herzog, 1433 E. Broadway, Tucson, AZ 85719.

Articles for MBEA Today

Send your teaching tips, innovative methods, issues, research, or other contributions to:

ANN M. REMP

P. O. BOX 307

WILLIS, MI 48191

See "Publication" on page 2 for other details. We would like articles on alternative keyboarding approaches and systems, as well as other topics.

HYPERMEDIA . . . continued

References

Bush, V. (1945). As we may think. *Atlantic Monthly*, pp. 101-108.

Kinnell, S. (1989, August). Hypertext on the pc: Guide, version 2.0. *Database*, pp. 62-66.

Saffo, P. (1987, December). What you need to know about hypertext. *Personal Computing*, pp. 166-173.

Wiggins, L. & Shiffer, M. (1990, Spring). Planning with hypermedia: Combining text, graphics, sound, and video. *Journal of the American Planning Association*, pp. 226-235.

MBEA Today

The Official Publication of the
Michigan Business Education Association

Volume LVI Issue 4
May 1991

Dates to Remember

Computer Related Inservices . . . Personnel Development Institute (Ferris State University, (616-592-3549). Please call for summer sessions and dates.

June 20, 1991 . . . Gamma Alpha DPE/Eastern Michigan University Business Education Summer Conference, Ypsilanti, MI; Contact Mrs. Kim Novak, (313) 487-4330.

June 27, 1991 . . . Central Michigan University Summer Conference, Mt. Pleasant, MI 48859; Contact Professor Larry Thomas, (515) 774-3554

August 13, 1991 . . . BST Awareness Session, in conjunction with MOEA SuperConference.

August 14-16, 1991 . . . MOEA SuperConference, Grand Rapids, MI; Contact MOEA Office, (517) 374-1080.

August 16, 1991 . . . Special BST Session (See State Update, page 3, for details.)

October 31-November 2, 1991 . . . MBEA State Convention, Amway Grand Plaza Hotel, Grand Rapids, MI; See item on page 1 by Karen Norman, MBEA President Elect.

Strengthen Basic Skills with "Speedwriting—Notetaking & Study Skills" Curriculum

by Jim O'Brien, Mount Clemens High School

If the answers to the question, "What do you want for your students," include improved reading ability, increased vocabulary, better diction, developed listening skills, stronger memorization, and a notetaking ability, you might want to revisit an alphabetic notetaking system for your business department.

While the primary goal of acquiring a notetaking skill is to double the student's ability to record ideas and text, the side bonus is learning improved communication skills. Using the time-honored shorthand instruction activities of reading a lesson, writing a lesson, reviewing homework notes, timed reading of phonic-based notehand plates, vocabulary quizzes, writing chapter outlines, summarizing text, and paraphrasing articles, students will learn a notetaking system and greatly enhance their language arts skills.

I am in my fourth year of teaching students Speedwriting. The student success with an alphabetic-based, abbreviated writing system has been very encouraging. Students are able to read outlines much more quickly than with a symbolic shorthand system. Students also apply Speedwriting rules more quickly. The Speedwriting system of brief forms and abbreviations is easier to memorize, and overall practice accelerates skills development. The system includes 42

Basic Skills continued on page 8

MANAGING CHANGE IN AN ERA OF INTEGRATION MBEA 53RD ANNUAL CONVENTION

Amway Grand Plaza Hotel
Grand Rapids, Michigan
CONVENTION UPDATE
by Karen L. Norman
MBEA President Elect

Plan now to attend the next MBEA Convention scheduled for October 31-November 2, 1991, at the beautiful Amway Grand Plaza Hotel and the Grand Center Convention Center in Grand Rapids.

Convention continued on page 6

The Typewriter as an Instrument of Learning

Summary of a 1929-1931 Experimental Study of
Typewriting in the Elementary Classroom
by Marilyn Lewis, Flushing Community Schools

Just as the influx of computers in the last several years has raised concerns over elementary keyboarding, likewise the extension of private use of typewriters in 1929 raised questions about whether schools should present the opportunity to learn and use the machine by all students, not just commercial students. This report is a summary of a "buried treasure" found during a recent visit to the library: *An Experimental Study of the Educational Influences of Typewriting in the Elementary School Classroom*. (Wood & Freeman, 1932) The study was conducted by Ben D. Wood of Columbia University and Frank N. Freeman of the University of Chicago. Its 1932 publication date by the Macmillan Company was a startling

reminder that today's questions echo those of educators in an earlier technological period.

Purpose of the Research

Wood and Freeman asked: Was the typewriter an instrument for carrying out various learning activities in school? Would the acquisition of skill on the typewriter serve practical purposes later in life? Would the typewriter serve as an elementary education tool in achieving "normal and accepted aims"?

Even though many informal elementary classroom typewriter investigations were conducted in private schools during the 1920s, a

Typewriter continued on page 8

Michigan Business Education Association Board Members 1990-91

Carol A. Johnson, President
Office Administration and
Business Education Department
Northern Michigan University
Marquette, MI 49855
(906) 227-1498

Karen L. Norman, President Elect
Baker College
G1050 W. Bristol Road
Flint, MI 48507
(313) 766-4109 or (313) 653-9299

Darryl W. Peterson
Vice President for Business and Finance
P. O. Box 54
Hillman, MI 49746-0054
(517) 742-3145 or (517) 742-4536

Mary H. Pettaway
Vice President for Membership and
N-CBEA Representative
Golightly Voc/Tech Center
19767 Cranbrook #211
Detroit, MI 48221
(313) 861-9363 or (313) 822-4090

Ann M. Remp
Vice President for Publications
Business and Industrial Education
17 Sill Hall
Eastern Michigan University
Ypsilanti, MI 48197
(313) 487-4330

Jeanne A. Mallak
Vice President for Professional Services
Business Division-Office Education Systems
Delta College
University Center, MI 48710
(517) 686-9126

Karen Y. Hosey, Secretary
South-Western Publishing Company
17243 Bonstelle
Southfield, MI 48075-3471
(313) 569-8351

Mary F. Robek, Past President
Business and Industrial Education
18 Sill Hall
Eastern Michigan University
Ypsilanti, MI 48197
(313) 487-4330

Regional Representatives
Arlene Vlahos
K-12 Upper Peninsula—Region I
Ewen-Trout Creek High School
Box 218
Ewen, MI 49925
(906) 988-2365

Chris Korbel
K-12 Northern Lower—Region II
TBA Career-Tech Center
Traverse City, MI 49684
(616) 922-6356

Sue Maxam
K-12 Southwest—Region III
Hill Vocational Center
2506 Maplewood
Lansing, MI 48910

Mary F. Skinner
K-12 Southeast—Region IV
Chippewa Valley High School
18300 19 Mile Road
Mt. Clemens, MI 48044
(313) 286-0260

Lilly Kelly Hall
K-12 Wayne County—Region V
Randolph Voc/Tech Center
17101 Hubbell
Detroit, MI 48235
(313) 863-6300

Joan Berg
Junior/Community College
Northwestern Michigan College
1701 East Front
Traverse City, MI 49684
(616) 922-1167

Carol Turner
Four-Year College/University
Ferris State University
517 Bishop
Big Rapids, MI 49307
(616) 592-2709

Joyce Alayne Jensen
Private Business School
Dorsey Business Schools
30821 Barrington Avenue
Madison Heights, MI 48071
(313) 588-9660 or (313) 628-1643

B. Jean Hester
Business Teachers Club of
Metropolitan Detroit
Western High School
1500 Scotten
Detroit, MI 48209
(313) 849-4758

Judith K. Berry
Business Education Consultant
Vocational Technical Education Service
Department of Education
P. O. Box 30009
Lansing, MI 48909
(517) 335-0368

CLUSTER GUIDE FOR BUSINESS SERVICES AND TECHNOLOGY NOW AVAILABLE

You may now obtain the Cluster Guide for Business Services and Technology from the Michigan Career Education and Vocational Education Resource Center (MCE-VERC) at Michigan State University. For those who plan to attend BST awareness sessions sometime in 1991, you need to purchase the Cluster Guide in advance of the session. The cost is \$5 for those who use a purchase order. Tax is added if you make a direct purchase.

The MCE-VERC can be contacted by telephone at 1-800-292-1606. The mailing address for the Center is: Michigan Career Education-Vocational Education Resource Center, Erickson Hall, Michigan State University, East Lansing, MI 48824.

BST RESTRUCTURING HAND- BOOK NOW AVAILABLE FROM MCE-VERC

Business teachers may obtain A Handbook to Assist Educators Restructure Vocational Technical Education Programs from MCE-VERC. The cost may be determined by calling 1-800-292-1606.

Articles for MBEA Today

Send your teaching tips,
innovative methods, issues,
research, or other contribu-
tions to

ANN M. REMPE
P. O. BOX 307
WILLIS, MI 48191

See "Publication" on page 2
for other details.

ISSN 0892-9831

CHANGE OF ADDRESS: To ensure receipt of all MBEA mailings, please notify Mary H. Pettaway, MBEA Vice President for Membership, 19767 Cranbrook #211, Detroit, MI 48221.

REMOVAL OF NAME FROM MAILING LIST: Occasionally MBEA sells its mailing list to certain carefully screened organizations. If you prefer that your name be removed from the mailing list when it is sold, please notify Mary H. Pettaway.

PUBLICATION INFORMATION

Editor: Dr. Ann M. Remp, MBEA Vice President for Publications, 1988-1991

Publications Consultant: Professor David K. Gore, Eastern Michigan University, Ypsilanti, MI 48197

MBEA Today is a publication of the Michigan Business Education Association. It is published five times each academic year. The publication subscription is included as part of benefits with MBEA membership dues. Distribution is only to active MBEA members. Volume LIV (September, 1988, to

May, 1989) is available through ERIC Document Service: CE 052436. Volume LV (1990-91) of MBEA Today is currently indexed in the Business Education Index.

Submit articles of 750 to 1,250 words following the Publication Manual of the American Psychological Association for citations, references, tables, and number style. The deadlines for the issues are: July 15 for September, September 15 for November, November 15 for January, January 15 for March, and March 15 for May.

STATE UPDATE

by Judith K. Berry, Business Education Consultant
Vocational Technical Education Service
Michigan Department of Education

Procedures for Planning New or Restructured Secondary Career and Technical Education Programs

New Programs

Definition: A NEW PROGRAM is a CIP code program being proposed by a local education agency which currently has none of its components state approved for reimbursement with vocational funds.

Letter of Intent: Each year the planning of new career and technical programs is initiated through a "Letter of Intent" process. This process establishes timelines and procedures for the development of new career and technical programs. Should a business education department desire to establish a Business Services and Technology Cluster program to begin operation in September 1992 and it does not have any of the proposed components currently approved for reimbursement by VTES, a new "Letter of Intent" should be submitted by June 28, 1991. A full "Letter of Intent" packet is available through your Regional CTE* Administration office.

*CTE ("Career and Technical Education") replaces "Vocational" under the strategic plan for Michigan.

Restructured Programs

Definition: A RESTRUCTURED PROGRAM is one or a combination of CIP Code Programs currently approved by VTES to be modified or revised in accordance with VTES guidelines for that program.

Restructured Program Forms: For districts interested in restructuring their existing business education programs, an initial step in this process is to submit a "Vocational-Technical Education Restructure Commitment Form." For districts to make modifications in their existing vocational business programs toward implementing the Cluster, a "Restructure Commitment Form" and "Action Plan Summary Report" must be approved and on file with the Vocational-Technical Education Service. A "Vocational-Technical Education Restructure Commitment Form" is available from your Regional CTE Administration Office.

Timelines for the "Letters of Intent" for new programs will not be followed for restructured programs. This procedure will provide flexibility to permit program modifications to occur on a timeline appropriate for each district.

State Equipment Dollars

State equipment dollars may be used for new and restructured programs. The amount set aside for equipment is \$1.4 million. Teachers

should see their regional administrators on how to apply for part of the \$1.4 million for upgrading equipment.

BST Awareness Session Update

On May 2, we had our tenth awareness session at the St. Regis Hotel in Detroit. Two sessions in the Upper Peninsula were held in mid-April. That means we have presented the BST curriculum to over 900 attendees. Our intent at these sessions is to increase your awareness of the Business Services and Technology curriculum and to share with you the standards process and the Action Plan for Local Use procedure. We believe that we have been successful in doing that.

We mailed a survey to the first 400 attendees of these sessions soliciting the kinds of technical support they would need at their local districts. Fifty percent returned the surveys. This resulted in our setting up regional meetings to offer technical assistance support to business educators and administrators in 37 of the 52 CEPDs in Michigan by September 30, 1991. The technical assistance coordinators are booked virtually everyday during May and June already. We will continue to set appointments with your regional administrators to provide assistance to you as we receive a Restructure Commitment Form from you.

Additional BST Awareness Sessions

If you have not attended an Awareness Session or you feel the need to hear the information again, we have added an additional session during Central Michigan University's summer conference on June 26 (Wednesday). On June 27, CMU will hold its traditional summer conference and on June 28 (Friday) we are adding a special day for you. On that day we have invited publishers and other vendors to hold workshops to let you know how you may use their products in the new BST cluster.

An Awareness Session will also be provided on August 13 in conjunction with the MOEA Superconference in Grand Rapids. This will be the last BST Awareness Session for the 1990-91 year; dates for 1991-92 are not yet available.

MOEA Superconference and BST Instructional Resource Guide

The MOEA Superconference is being billed as one of the most important events of 1991. The dates are August 14-16, 1991. The site is the Amway Grand Plaza in Grand Rapids and MOEA



has already distributed registration materials to members. A full business education agenda has been organized by Sue Maxam at Hill Academic and Vocational Center in Lansing. Besides business education sessions and the Awareness Session already mentioned, we will disseminate our second guide called the BST Instructional Resource Guide. Our guide has been expanded to include clustered models, expectations and guidelines for the core, modules, exams, and job sheets. This is currently being developed.

Cluster Course

If some of you will be in the Upper Peninsula during the week of June 17-20, you may want to enroll in my course on the cluster program. This will be held at Northern Michigan University. This is the third time this summer course has been offered. I presented the first course at Eastern Michigan University in 1989 and the second at Central Michigan University in 1990. We will work on implementing the cluster program.

Accomplishments in Business Education

The end of another academic year is a good time to stop and look at our accomplishments in Michigan. We sometimes feel the pressure of jobs undone and forget that we have come a long way.

I started with the State of Michigan as your business education consultant on December 14, 1987. The nation was in the midst of a reform movement. A Blue Ribbon committee on business education, headed by Dr. Robert Poland, Michigan State University, was working on a report for business education in Michigan called, "Action Plan for Business Education for the State of Michigan." That committee was charged with the objective of designing optional delivery systems for business education because, as you well know, program enrollments were declining rapidly. A major reason for the decline was the incentive program provided in the School Aid Act to local educational agencies for increasing graduation requirements in their

Update continued on page 12

The Computer Enrichment Handbook
A Publication of the
National Business Education Association

Contributions are being solicited for the 1992 update to the *Computer Enrichment Handbook*, a refereed NBEA publication. The *Handbook* contains teacher-prepared, classroom-tested computer enrichment ideas. If you have prepared and used a computer-related idea in your classroom, why not submit it for consideration? Ideas do not have to be lengthy to be submitted; one to two pages are preferred. The *Handbook* contains 23 categories to cover most business subjects, as well as teaching techniques and classroom management. For a sample enrichment idea, complete listing of categories, and submission forms, please contact:

Dr. Bonnie J. White
 Vocational and Adult Education
 Wallace Center
 Auburn University, AL 36849

In Memoriam
Edith A. Erikson

Edith A. Erikson, Associate Professor Emeritus, Eastern Michigan University, died unexpectedly at her home in Medford, Oregon, on March 23, 1991. Born on August 18, 1900, in Calumet, Michigan, Miss Erikson received her BS degree from Northern Michigan University in 1940 and the MA from the University of Michigan in 1943.

Miss Erikson taught office practice and communications in the Business Studies Department at Eastern Michigan University from 1946 until her retirement in 1965.

Her experience included teaching at Calumet High School and at Eastern High School in Lansing. She also served as head of Commercial Studies at Calumet High School from 1938-1940. Prior to entering teaching, Miss Erikson was employed as secretary to the Superintendent of Schools at Calumet. She also served as secretary to the Detroit Lions Football team in training in Ypsilanti in 1949.

The Vera North-Edith Erikson Award is given annually to the outstanding graduate of the Executive Assistant Program in the Office Technology curriculum. Memorial contributions may be made to the Department of Business and Industrial Education, Eastern Michigan University.—Submitted by Mary F. Robek.

ONE BIG VOICE
NBEA's Legislative Action Program

A Summary of Remarks by
Dr. Patricia G. Moody, Chair

NBEA Legislative Action Committee

One big voice—Is this a phrase you recognize? Patricia Moody and Janet Treichel—Are these names you can identify? Why is the National Business Education Association (NBEA) becoming legislatively active?

The national convention for NBEA met in Nashville, Tennessee, from March 27-31, 1991. Two sessions on legislative action marked a historic "first" for this organization. Believing that the next three to five years form a "make or break" period for the future of business education, Dr. Patricia Moody convened a group with representatives from the 38 states to identify a legislative agenda (already started by NBEA through Executive Director Janet Treichel) and to inspire business educators to make a commitment to action. While the "gloom and doom" perspective has affected all business educators, the reason for legislative action is simple: To take control of the future of business education by making business education and its value visible to lawmakers at state and federal levels.

Dr. Moody, an inspiring speaker who confesses to speaking in "tens"—whether rules, points, or commandments!—asked business educators to speak with ONE BIG VOICE. Here is a paraphrase (by permission of Dr. Moody) of some of her remarks and her ten points for business educators (See insert):

1. We cannot remain spectators, and we do not have time for a dress rehearsal. Business education did not realize that there was a "game," let alone the need to become cheerleaders for business education. The next three to five years are critical for business education, and business educators must be active at local, state, and national levels.

2. Business educators must be optimistic, exciting, and turned-on people. We've been reactionaries. We've never gotten our story to the right people. We've never been unified within our profession or supported externally. We need a "Let's do it!" attitude. The common denominator of the whiners is, "What's in it for me?" for resumes and obituaries. Their overall attitude is, "I hope the department holds together until I retire." Business education needs an infusion of energy and optimism.

Dr. Moody points out that we are an aging discipline, much greyer than most professions. We are not replacing ourselves and we're losing courses and teachers. Business education needs young teachers, now more than ever.

1. REALIZE THAT WE HAVE NOT BEEN PLAYERS—BUT OBSERVERS.

2. ACCEPT THE FACT THAT THE WORLD HAS NO USE FOR HANDWRINGERS, WHINERS, CRYBABIES, AND DOOMSAYERS.

3. ACT LIKE BUSINESS EDUCATORS.

4. DEVELOP A MODEL BUSINESS EDUCATION CURRICULUM THAT IS STREAMLINED, UPDATED, AND DIRECTED AT COLLEGE PREP STUDENTS AS WELL AS VOCATIONAL STUDENTS.

5. BECOME ADVOCATES FOR BUSINESS EDUCATION.

Business educators must promote programs on the grass roots level. We must act forcefully and decisively in UNISON to impact the local level. We must always convey an image of optimism and commitment and an "I feel great about business education" attitude.

3. Business educators look professional, but is this only "skin deep"? Are our depart-



ONE BIG VOICE

Together We Can Make a Difference

6. BECOME LEGISLATIVELY ACTIVE ON THE NATIONAL, STATE, AND LOCAL LEVELS.

7. DEVELOP WELL-ORGANIZED RECRUITING PLANS. CONSIDER 2+2+2+2 ARTICULATION AGREEMENTS.

8. STRENGTHEN BUSINESS TEACHER EDUCATION PROGRAMS.

9. JOIN HANDS WITH BUSINESS PEOPLE WHO WANT TO MAKE A DIFFERENCE.

10. SPEAK TOGETHER WITH ONE BIG VOICE.

ments professionally run? Are we running as an office or as a business? Do we, as a business does, have a mission with goals? Office education is a part, but only part, of business education. We must be business managers. Goals must be substantive. The mission must be visionary. The business education "boat" does not need to be rocked; it needs to be turned

upside down. We need a marketing plan, for business education is a well-kept secret. We need to advertise, be innovative, and seek training/retraining opportunities in the work field.

4. Business educators cannot offer 32 elective courses and PRAY! Business educators must develop a selective curriculum and focus content. We must move to a curriculum suitable for college preparatory students and form teams with those in the academic disciplines. We need them, but they also need us. We must do a few things very well and focus on them.

5. Not every business educator will talk to those in Congress or in state legislatures, but every teacher can "talk up" business education. Teachers must compete for students and fight for programs. Our competitors are recruiting at every level. We must get to audiences: parents, students (starting in middle schools), and guidance counselors (we need to do more than "court" them; we need to "marry" them!). We must copy everything we do to principals. We need to go to the business community, build relations with school boards, and work with civic organizations. We need to be involved with everyone. We must regenerate pride in our profession and teach pride—for students to be proud of themselves and proud of what they study.

6. NBEA has developed the pamphlet Hot Tips as a legislative guide for action. NBEA has started a legislative network with the states; 100 people in each state will be a start.

7. The Carl Perkins is 2+2+2. We need to be 2+2+2+2, working from the middle/junior high school level through the four-year college or university.

8. Teacher educators must strengthen programs. The demise of business teacher education programs is very serious. A national initiative on business teacher education co-sponsored by NBEA and the National Association of Business Teacher Educators will convene from November 15-17 in Hilton Head, South Carolina, to consider actions. Teachers must undertake a "National Replace Yourself" campaign to ensure that as teachers retire, new teachers enter the profession.

9. Business must be an equal partner with education. There are few real partnerships between business education programs and business. We don't know what we want them to

do. We need to get top people and a diversified group involved. Again, we need them, but they need us, too.

10. ONE BIG VOICE: This represents a dream for business education. Home economics has changed from "stitchers and stewers" to teachers of parenting, childcare, etc. They became a big voice for their curriculum. Eighty or more percent of our professionals are not even members of NBEA. How can we ask business for support when we have less than 20% of the teachers in NBEA? We need 50,000 business educators organized throughout the country.

Dr. Moody concluded her remarks by asking the people in the session to write legislators in Washington D. C. to ask for FULL funding of the Carl Perkins. The legislation authorizes \$1.6 billion, but Congress was considering allocating only \$1.2 billion.

Members of the NBEA Legislative Action Committee are:

Dr. Patricia G. Moody, Chair, Lexington, South Carolina 29072

Ms. Barbara W. Williams, Elizabeth Public Schools, Elizabeth, New Jersey

Ms. Tommie Butler, State Supervisor, Little Rock, Arkansas

Ms. Ruth E. Brooks-Buell, Noblesville, Indiana

Ms. Carla Gries, Omaha, Nebraska

Mr. Robert J. Thompson, Mountain View, California

Mr. LeMoyné Smith, South-Western Publishing Company, Cincinnati, Ohio

So what can you do right now for business education?

If you have read this far, you know that the business educators NOT reading the message are the place to start. You can help them take a serious look at how much of a sacrifice the \$35 annual NBEA and the \$15 MBEA memberships mean—trading an investment in our profession for a shirt, skirt, play, or something else? Both MBEA and NBEA cannot speak without the backing of business educators.

You can write to our Michigan legislators in the U.S. Congress—our Senators and our Congressional Representatives. Tell them why the authorized \$1.6 billion for applied technology education should be released and what will happen to students who do not have access to career preparation and to businesses which do not have access to qualified workers if full funding is not available.

In closing, I want to add a Michigan note on teacher education. The Michigan Council on Vocational Education is listening to the concerns of teacher education. The Council has charged teacher educators to meet and formulate a mission statement and goals. Under the leadership of Dr. James Goddell, Northern Michigan University, that process has begun. Submitted by Ann M. Remp.

CONVENTION . . . continued

The convention will begin at 5 p.m. Thursday evening with a packed schedule of professional development activities—such as a Franklin Institute Time Management Seminar, financial planning for the educator, writing a winning professional resume, and others.

Friday will be an exciting experience with sessions on a wide-range of topics: a legislative update, teaching teamwork, student employment opportunities, clustering in business, Stage Two cluster curriculum workshops, teaching adult education, crucial issues in business education, Cortez Peters discussing his typewriting method as well as computer and/or software demonstrations, hands-on workshops and exhibits! Tours are in the planning stages to a variety of businesses, historical sites, and shopping malls—the Ford Museum, Heritage Hills historical homes, and Amway Corporation, to name just a few! Of course, a Friday luncheon will be available to members with a special speaker and a delicious meal prepared by the award-winning food experts of the Amway Grand Plaza.

Saturday brings more interesting and challenging sessions, as well as a mid-morning brunch and early afternoon sessions. The convention closes about 2 p.m.

Don't forget to prepare for the fun we'll all have at a Halloween Party with refreshments, music, and prizes planned for Friday evening—start creating your favorite costume! If "costuming" isn't your "cup of tea," check out the available tickets for a pops concert being held close by in the Grand Center that evening.

The convention planning committee believes the convention will provide a vehicle for our members to learn, grow professionally, meet new and exciting people, and leave with a feeling of renewed enthusiasm for business education. Please mark your calendars now and reserve October 31 through November 2, 1991, and look for convention registration and related information in the September issue of MBEA Today.

1991 GAMMA ALPHA DPE AND EMU BUSINESS EDUCATION SUMMER CONFERENCE

June 20, 1991

Radisson Resort/
Corporate Education Center
Ypsilanti, Michigan

"Charting the Course of Business Education Toward the Year 2000" is the theme of the 1991 business education summer conference. The future can hold an exciting and promising COURSE for business education, and the conference planning committee is working to provide sessions that will help business educators CHART a possible COURSE. Session topics include business clustering, a Windows workshop, a demonstration of the I-Class software for local area networks, and others. Dr. Walter Brower, Rider College, is the keynote speaker.

For registration information, please call Mrs. Kim Novak at (313) 487-4330 or write the Department of Business and Industrial Education, 14 Sill Hall, Eastern Michigan University, Ypsilanti, MI 48197.

BUSINESS EDUCATION UPDATE—'91 14th Annual Summer Conference Central Michigan University

It's the 14th—and it promises to be as good as always. What? The annual summer conference, established to provide professional opportunities for business educators in Michigan and the mid-Michigan area particularly.

The publishing companies and the Michigan Vocational-Technical Education Service have provided support.

The Delta Pi Epsilon banquet, planned for Wednesday evening, June 26, to be held at the Mt. Pleasant Country Club, is open to all; there is a cost of \$20 for the banquet. The DPE banquet speaker, Dr. Howard Jackson, was warmly received at the conference several years ago. Now he's back.

Thursday, June 27, from 8:30 a.m. to 5:00 p.m., is the one-day conference featuring several presentations and textbook and software exhibits. The exhibitors will host a conference-ending wine-and-cheese party. The conference will be held in the new Applied Business Studies Complex addition to Grawn Hall. The registration fee of \$15 includes the luncheon.

Plan to attend.

See the ad in this issue for details on how to obtain information about the conference.



**CENTRAL
MICHIGAN**
UNIVERSITY

BUSINESS EDUCATION UPDATE--'91

14TH ANNUAL SUMMER CONFERENCE

APPLIED BUSINESS STUDIES COMPLEX
CENTRAL MICHIGAN UNIVERSITY
MT. PLEASANT, MICHIGAN
THURSDAY, JUNE 27, 1991

Conference fee of \$15.00 includes lunch.

For additional information, contact:

Department of Office & Information Systems

305 Grawn Hall

Central Michigan University

Mt. Pleasant, MI 48859

(515) 774-3554

Paid Advertisement

What BTCMD Is All About!

by Reva A. Bowser Gibson

1990-91 President

Business Teachers Club of
Metro Detroit

The BTCMD is an organization whose goals are to:

1. Foster the improvement of all education for and about business both through formal and informal means and within educational institutions as well as through government, business, industry and the community.
2. To assist individuals in the fulfillment of their goals through everyday business lives and their occupational careers.

This organization includes in its membership six educational professional levels: Middle/Junior High School, Senior High School, Vocational Technical School, Business School, Community College, and College/University.

All prospective members, regardless of their levels of instruction, play key roles in the successes their students achieve. The Middle/Junior High and High Schools lay the foundation, while the Vocational, Business School, Community College/University solidify the foundation. Thus, each level is equally as important as the other. As this is the case, we, the Executive Board, strongly feel that it is imperative that members on each level become affiliated with and actively involved in helping this organization bring about a renaissance in business education.

The current Board has selected the following goals to achieve:

- Increase membership by 25%.
- Increase the participation of BTCMD's members in MBEA's State Conference in 1991.
- Solicit membership from all school districts in the Metro area.
- Network to update the philosophy, goals, objectives, and instructional techniques in Business/Marketing Education.
- Increase representation on the Board to include all levels of instruction.
- Increase annual membership dues from \$1 to \$5 annual to defray increased operational expenses.
- Publish and distribute a membership directory.
- Continue the publication of the Metropolitan Business Teachers Gazette semiannually.
- Sponsor at least one educational and one social event per semester, one outside and one inside the city of Detroit.
- Recognize outstanding business teachers, department heads, and supportive principals.
- Increase support and participation of retired business educators.

To become affiliated with this organization, you must also become a member of MBEA. We suggest that you consider joining MOEA. Affiliation with all of these organizations will enhance your professional growth. Together we can, together we will bring about a renaissance in Business/Marketing Education. What we believe we can achieve with hard work.

A positive attitude and commitment are key ingredients that I strongly feel will help to bring about this renaissance. All of us must work tirelessly to make sure that Business/Marketing Education remains accountable to its students, the community, business and industry. This is why I feel that it is appropriate at this time to challenge you (educators and administrators) to recharge your batteries and forge ahead to assist the BTCMD in its efforts to bring about this renaissance.

The application form for MBEA has a place for affiliating with the Business Teachers' Club of Metropolitan Detroit. If you need more information, contact me (19149 Bretton Drive, Detroit, MI 48223) or Jean Hester, BTCMD's representative to the MBEA Executive Board.

Pi Omega Pi BECOMING PROFESSIONAL

by Karl J. Nelson
Ferris State University

Soon after my initiation into Pi Omega Pi, the national business teacher education honor society, my first opportunity to grow through the organization came. I always knew that a chance to do something for Pi Omega Pi would come, but I thought that it would be later rather than sooner.

At my second meeting, the sponsor, Dr. Carol Turner, asked me to introduce a speaker at the Michigan Business Education Association Convention in Battle Creek. What an opportunity this was! The only time I ever spoke in front of a group was in the classroom, but now the thought of speaking in front of people unknown to me sounded sort of scary. I told the membership and the sponsor that I would give it some thought. After the meeting, I pondered the reasons why people join an organization such as Pi Omega Pi. For some, it is an opportunity to excel in the area of their interest; for others it is just another organization to belong to.

I wanted to be involved. Entering another aspect of education sounded like a positive move in my efforts to become a business teacher. I decided to accept the challenge and opportunity to grow. At the next Pi Omega Pi meeting I confirmed a slot as a chairperson at the convention. Dr. Turner and other members of the chapter attended the convention and assumed various responsibilities.

The Michigan Business Education Association was very helpful in making my experience at the convention painless. I received correspondence and information on the person I was to introduce. I chaired a session and introduced my speaker on the second day of the convention. What was there to worry about? Everything went quite smoothly. I attended various other sessions on that day and the next. Meeting other students and business teachers, having the experience of chairing a session, and listening to various business education experts provided an excellent professional opportunity.

From that time on, I made it a point to get involved in the Pi Omega Pi organization. In general, I can only say that becoming professional early in your education can only enhance your learning. Since then, I have attended the National Pi Omega Pi Convention in St. Louis, Missouri, and many other activities involving business education. The opportunities that I have had by joining a professional organization have definitely had a positive impact on my views and actions in business education. I am thankful for the organizations which make these opportunities available to me.

By getting involved, you will be thankful also. Make it a point to get involved; you will be glad you did!

Karl J. Nelson is a senior business education major with a math minor. He is a graduate of Godwin Heights High School. He plans to student teach in the Grand Rapids area, Fall 1991.

Editor's Note: MBEA Today is glad Mr. Nelson chose to become involved by writing this article. We hope it is the first of many. We invite other candidates for teaching, new teachers, and experienced teachers to share their ideas.

Candidates for teaching, whether undergraduate or graduate, should consider membership in Pi Omega Pi. Advisors in Michigan's teacher education institutions can help you become professionally involved.

BASIC SKILLS . . . continued

theory lessons, but students begin using parts of the system for notetaking in their other classes as the techniques are introduced. I have both vocational and college-bound students in the program.

Irene Schindler, a business teacher from Mount Vernon, New York, has done much to mentor Speedwriting instructors here in Michigan. My school system has adopted her new book, *Speedwriting—Notetaking and Study Skills*, and I have piloted parts of the text this past year. In addition to an emphasis on organizing, spelling development, punctuation, reading and writing notes, the text and workbook have many activities which enhance learning to learn.

An alternative to symbolic shorthand, such as the Speedwriting system or other alphabetic systems, will greatly help us business educators fulfill the goals of the Business Services and Technology Cluster curriculum, which states, "Students will be able to use a notetaking system, create outlines, transcribe notes, and develop study skills." Notetaking and transcription are excellent means for building strong basic language arts skills.

Jim O'Brien holds his B.A. and M.Ed. degrees from Wayne State University. He has 15 years of teaching experience at the secondary level. He has been a pioneer in Business and Office Cluster curriculum development.



TYPEWRITER . . . continued

"large scale" experiment had never been attempted. Then in 1929, four unidentified typewriter manufacturers authorized the appropriation of a large sum of money by the Typewriter Educational Research Bureau to Wood and Freeman to investigate the educational effects of the portable typewriter in elementary classrooms. Additional appropriations were again made in 1930 and 1931 to continue the investigation.

The investigation was directed toward regular elementary classrooms (kindergarten through grade six). A comparative analysis of the "laborious method of writing by hand" versus "a mechanical device as the typewriter" (p. 10) was suggested by psychologists and educational professionals. The so-called "obvious" advantages of the typewriter compared to ordinary handwriting were documented: "simplicity of the muscular coordinations required in typewriting, speed, legibility, and the ease of saving compact typed material." (p. 10)

A second purpose of the investigation was to study the "pedagogy of the typewriter as a classroom instrumentality." Even though the research problem had been determined, there existed a genuine lack of confidence as to how to introduce the typewriter to the students and teachers. Also, the question of how to use the machine in coordination with other classroom activities needed an answer. Some 60 years later, similar questions concern the introduction of computers to the elementary classroom.

Needless to say, the teachers were given great freedom throughout the experiment. In fact, the question of pedagogy was so complex that the results of this aspect of the study were compiled and prepared by Dr. Ralph Haefner, field director of the investigation in a separate treatise entitled, *The Typewriter in the Primary and Intermediate Grades*.

The Plan of the Study

The First Year: After identifying the problem to be researched, school visitations were conducted during the spring and summer of 1929 to determine school availability. The responsibilities of the participating schools were many: 1) selection of comparable classes for experimental and control groups; 2) selection of interested, cooperative, and constructive teachers; 3) administration of tests, including a number of general educational tests; 4) avoidance of publicity; 5) participation for the full year; and 6) saving all materials written by students during the year. (p. 5)

The Sample

Despite these stipulations, all schools receiving the invitations accepted and the investigation began in September 1929. Public and private schools in New Mexico, Illinois, Pennsylvania, New York, and Massachusetts participated. It is most interesting to note the total number of schools, teachers, and pupils involved in this 1929 study: 53 schools, 419 teachers, and 14,949 students! These represented K through 6, with no fewer than 39 teachers and about 1,500 students at any grade level. A total of 1,839 typewriters were available for the study, a ratio of about two machines to seven students. The classes were then divided into experimental and control groups. Great care was taken to ensure statistical reliability (p. 180). The magnitude of the first year investigation is incredible and the reader should note the geographic dispersion of the schools.

The Procedures

Since 90% of the teachers of the experimental group had never used the typewriter prior to the investigation, they were given a typewriter and booklets of instructions in June, 1929. During the summer these teachers were to familiarize themselves with the typewriter on a self-directed basis.

In addition, Dr. Haefner prepared the experimental teachers to administer the study through a manual. This was distributed at the beginning of the school year. This manual was essential to the investigation. It contained the general nature and plan of the experiment, the testing program, the use of the typewriter by children, and the keeping of records. Even though methodology was not specifically discussed, general guidelines were included: "After the younger children have been given an informal introduction to the machine it seems valuable to allow a period of time during which the child is permitted to 'play' with the machine" (p. 15).

There was no mention of the instructional textbooks and/or materials. Most typing exercises were "original" in nature (letters, stories, labels for bulletin boards, class notes, etc.) However, "copied" material was also included in instruction. Wall charts were supplied to show the arrangement of the letters on the keyboard, and cushions were provided to be placed on the seats when the machines were used.

The children progressed from "playing" to arranging letters into familiar words, names, and addresses. The older children then began writing letters to their parents. Children were encouraged to share all satisfactory assignments with their parents. The attitudes of the children were most favorable, as evidenced in the letters shown in Figure 1 (as actually presented except for line spacing). (pp. 157 ff.)

Teachers were directed to avoid publicity. Parental inquiries could be answered, but interviews from local newspapers were to be directed to the principal or superintendent. The use of typewriters in the classrooms was not to be referred to as "spectacular" or "experimental," for newspapers were usually not interested in the "ordinary or routine type of event." (p. 10)

In an attempt to document data for judging the educational effects of the portable typewriters, teachers were required to preserve ALL of the written work of each child for the year (both typewritten and handwritten). Can you imagine? Also, if the children did any work at home (for example, letters to relatives), such writing was to be saved.

The Second Year: The outcomes of the first year's work were so "suggestive and promising" that further study of the typewriter as an instrumentality of learning was of paramount importance. At the beginning of the second year of the study, an additional 100 machines were provided, making the total of 1,950 available to pupils and 150 for teachers.

Every effort to retain all the students and teachers in the study was attempted. However, due to promotions, transfers, and administrative complexities, approximately one-third of the students and teachers were new. In most of the schools, the sixth grade groups changed schools and were not continued in the investigation.

In grades two through six, it was once again suggested that the teachers implement minimum requirements: 1. Use of both hands on the keyboard, with each hand on the appropriate side; 2. Use of the right thumb for the spacebar; 3. Use of left hand for carriage returns; and 4. Use of margin stops to produce even margins. However the program did not promote "exact fingering of the keyboard," nor does the study ever mention touch typing, hunt and peck, or any other fingering. In the 1920s, the time required to learn this skill had not been determined. The researchers were afraid that "formalizing the use of the machine" would reduce the children's interest in it as an "instrument of flexible expression." (p. 22) Teachers were instructed, however, to give guidance in exact fingering to those children who showed a "promising interest in typing skill." (p. 22)

Results

In addition to measuring the educational gains of the experimental and control groups through acceptable achievement tests, other types of evidence were used. These included the children's writings, the teachers' judgments, and the testimony of students themselves.

The pre- and post-tests administered to measure achievement were the New Stanford Achievement Tests (Grades 3-6) and the Gates Reading Tests-Types 1, 2, and 3 (Grades 1 and 2). Kindergarten students were not given achievement tests.

Specially constructed tests of spelling were given in both years and vocabulary tests were included during the second year. In addition, handwriting quality and rate tests were administered in 1929, 1930, and 1931 to all students in the study. The children in the experimental group were also given tests in speed and accuracy of typing in December 1929, May 1930, and May 1931.

The experimental gain exceeded the control gain in grades 3-6 at the end of both years as measured by the Stanford achievement test. The Gates Reading Test, however, proved to be an inappropriate testing mechanism for grades 1 and 2. However valuable the contributions of the typewriter were for grades 1 and 2, they were not reflected in the reading test results.

A 6-year old first grader wrote: "I want to tell you how much I like to write on a typewrite. I write stories, poems and rhymes. I write spelling. I write numbers. Typewriter is faster than handwriting. It is much prettier. It is easier to do. I hope we have the typewriters again next year. I shall be sorry if we do not have them. Vety truly yours"

Another first grader wrote: "Dear Miss F . . . We like our typewriters. We have a moth in room 10. It is fun on our typewriters. We can writer things on our tyepwriters. I am glad we have some typewriters. I do my Phonics on the typewriters. We do meney things. I do my ABC on the typewriters. wite love to Miss F . . ."

A third first grader wrote: "Dear Miss S . . . We can typewrite good. We like our typewriters. We can make nice stories. We can make newspapers. We can write letters and invitations. We can make books. It is fun to typewrite. The letters tyewrite."

Figure 1. A "reasonable facsimile" of letters presented by Wood and Freeman (1932, pp. 157 ff.).

The researchers concluded that the typewriter had a positive influence on educational achievement gains for grades 3 through 6, and the typewriter had a greater influence on spelling than any other subject tested by the Stanford achievement test. In fact, the test results in both years proved that the "typewriter could be used advantageously in most, if not all, of the subjects of instruction in the elementary school." (p. 181)

Conclusions

The conclusions at the end of the two-year investigation were most favorable:

1. It is feasible to implement typewriters for "ordinary" elementary school work.
2. The introduction of the typewriter in this "informal fashion" produced average typing speed approximately equal to the average handwriting rate per grade.
3. Elementary students created more written material with the typewriter than they would otherwise have produced.

4. Handwriting quality rate did not diminish with the introduction of the typewriter.

5. The level of achievement in some of the "fundamental" subjects increased somewhat without any observable loss in other subjects.

6. Teachers regarded the typewriter as a "valuable educational instrument" and approved of its continued use.

7. The students very much favored the use of the typewriter as an instrumentality in learning.

Even though this study did not meet all of the criteria for a true experiment by today's standards, researchers were delighted with the results. I am curious, however, why the typewriters never became part of the elementary curriculum. Was it lack of funding, teacher preparation, or insufficient time to implement this new technology into an already demanding curriculum?

There appear to be a great many correlations between this comparative analysis (handwriting versus typewriting as a means of writing) and today's dilemma of typewriters versus computers. Let's hope it doesn't take as long to resolve the many complexities of teaching our children how to best use the computer as a tool for written documentation as it did for the proponents of portable typewriters!

Reference

Wood, B. D. & Freeman, F. N. (1932). An experimental study of the educational influences of the typewriter in the elementary school classroom. New York: The Macmillan Company.

SPECIAL RECOGNITION MRS. MARILYN LEWIS

Mrs. Marilyn (Mitzi) Lewis has been a regular contributor to MBEA Today, writing a series of articles on elementary keyboarding. She has an abiding interest in technology for the elementary level, and as a certified business teacher, brings that perspective to her articles. Mrs. Lewis is completing her Master's degree in Business Education at Eastern Michigan University. In spite of the many hours she spends keeping her graduate advisor "on track," she makes time for scouts, the parent organization, and many other service activities.--Ann Remp.

UNDERSTANDING LEGISLATION

Submitted by Judith K. Berry, Business Education Consultant

Judi prepared this table as an aid to understanding what has become rather complicated interrelationship of legislation. We hope that it will help teachers find their way through the maze of references to federal and state activities.

CATEGORY	PUBLIC ACT 25	CARL PERKINS II	VTE STRATEGIC PLAN
Mission Statement	Locally developed with broad goals	Increase workforce capacity by increasing access for all and improvement of academic skills	All people are prepared for employment and continued education
Goals	Based on student outcomes	Goals are determined by statewide assessment of student needs	Development of an economic future for the citizens of Michigan
Curriculum	Curriculum is based on Local Educational Agency goals utilizing core outcomes to accomplish goals	Curriculum is based on statewide assessment and federal standards	Curriculum may adopt or adapt MDE/VTES initiatives that are based on local, state, and national standards
Evaluation	Evaluation includes assessing the school improvement plan and student achievement	Each LEA will annually evaluate the effectiveness of programs based on standards, measures, and assessment	A systematic method for evaluating quality, equity, and achievement standards
Staff Development	Professional development includes training on school improvement processes and strategies for implementation	Professional development activities are a required use of state resources and an optional use of LEA funding	State administration, technical assistance, and instructor preparation through collaboration of education, business, industry, and labor
Building-Level Decision Making	Decision-making opportunities to ensure educational instruction directions are made with teacher input	Unique building-level needs must be reflected in the local application	Local leadership is a role in teamwork decision making
Input from Board Members, Administrators, Teachers, Other School Employees, Pupils, Parents, and Other Residents	Local annual reports will reflect participation activities that citizens have had in the planning, development, implementation, and evaluation of the school improvement plan	Development, implementation, and evaluation activities will be done in consultation with local, regional, and statewide citizens representative of the total population of Michigan	Local administrators facilitate involvement of all stakeholders

MBEA Nominations for 1992 Officers by Dr. Mary F. Robek, Chair MBEA Nominating Committee

The MBEA Nominating Committee presented its slate of officers for 1992 to the MBEA Executive Board at its January 12, 1991, meeting as follows:

President Elect Mary H. Pettaway
Vice President for Membership Joyce Chaffee
Vice President for Publications Larry Thomas

The motion to accept the report of the Nominating Committee was carried.

About the Candidates

MARY H. PETTAWAY

Mary H. Pettaway is currently serving MBEA as Vice President for Membership and as Michigan Director of Membership on the North-Central Business Education Executive Board. This year Mary was appointed as North-Central Director of Membership. As you may be aware, in both cases, Mary has aggressively pursued membership, both reinstatements and new members. Mary has served as president of the Business Teachers Club of Metropolitan Detroit. She is an instructor at Golightly Vocational/Technical Center in Detroit. Mary received her BS degree from Central State University and the M.Ed. and Ed.S. from Wayne State University. Mary is currently a doctoral candidate at Wayne State.

JOYCE CHAFFEE

Joyce Chaffee has been a member of MBEA since she was a junior at Wayne State University. Joyce has served as chairperson of different sessions at MBEA state conventions and is working on 1991 convention registration with Karen Hosey, MBEA Secretary. Joyce has both BS and MEd degrees from Wayne State University, graduating with honors. Joyce is Director of Curriculum at Adult Career Training in Southfield, Michigan. Joyce recruits and trains educators to teach a 480-hour computer applications program. She assists in the coordination, design, and presentation of professional development activities for staff members. She also directs the design and implementation of instructional materials. Joyce has published *Discovering DOS* and *Business Correspondence Made Easy* through Adult Career Training.

LARRY THOMAS

Larry Thomas is Assistant Professor, Office and Information Systems, Central Michigan University. Larry teaches courses in word processing, communications, introduction to business, and computers and society. He received both his BS and MA degrees from Central Michigan University and holds the EdS degree in Business Education from Michigan State University. Larry has been a member of MBEA for more than 25 years and has served as Fall Conference Chairperson for Region II. He is also active in the Association for Business Communication.

The Nominating Committee consisting of Nancy Hogg, Connie Jackson, Brian Jentoft, Art Lewis, Joan Most, Tom Pleuss, Harry Plouff, and Mary F. Robek, Chair, were unanimous in the selection of this slate of officers.

Actions of the MBEA Executive Board Summary of January 11-12, 1991 Meeting

Karen Norman, MBEA President Elect, informed the Board of followup actions to the announced closing of the Flint Hyatt Regency Hotel, planned site for the 1991 MBEA Annual Convention. Based on investigations of alternative sites, dates, and member surveys, she recommended a fall convention to be held October 31-November 2 at the Amway Grand Plaza Hotel. The Board then considered a variety of questions and acted as follows:

1. Membership and Fiscal Year

To provide the annual convention as part of the benefits of current membership, the membership year is extended to December 31, 1991, for all current members, rather than expiring June 30, 1991. MBEA will operate with current funds for the extended period.

2. Terms of Office

Since the convention is moved to the fall, the change in calendar necessitates extending the terms of office to December 31, 1991. The slate of officers recommended by the nominating committee will be voted on during the business meeting at the annual convention and take office in January 1992. This change in calendar is required so that all Board members may complete their constitutional responsibilities during their terms of office.

3. Board Meetings

Ad hoc committees will continue their work, during the spring in place of the usual Board meeting held at the convention. The full Board will meet in the summer and at the fall convention. The transitional meeting will take place in January 1992.

4. Regional Meetings

Regional conferences, normally held in the fall, will move to the spring of 1992. The Board felt that there was too little time to plan 1991 spring regional conferences and that ongoing BST awareness sessions as well as other meetings would fill the gap left by the postponement of the convention. These regional conferences would be of an in-service nature, with the possibility of special sessions or tracks for secondary and post-secondary teachers, given the increased number of post-secondary teachers in attendance at the regional conferences. The possibility of CEUs for regional conferences and the convention should be considered.

5. Publications

The current members will receive six, rather than five, issues of *MBEA Today* during the extended year. The January 1991 issues would be replaced by a special mailing on Public Act 25. Members would receive, in addition to the September and November 1990 issues, issues in March, May, September, and November.

Other Board action included accepting the reports of the regional representatives, the Nominations Committee, the Crucial Issues and Actions Committee, the budget, and other reports. Business education consultant Judith Berry delivered an update on the curriculum, strategic plan for vocational education, state funding, and several other areas.

Members may review the minutes of any Board meeting by contacting their regional representatives or other board members.

MBEA Today
Ann M. Remp, Editor
P. O. Box 307
Willis, MI 48191

NONPROFIT ORG.
U.S. POSTAGE
PAID
EAST LANSING, MI
PERMIT NO. 153

UPDATE...continued

districts. For the first time in our history, business education programs would have to compete with extracurricular activities such as band and sports.

In fact, Dr. Poland's Action Plan was the major, and perhaps the only, starting point in 1987. From that paper, we have worked rapidly to offer to local educational agencies the most flexible delivery system to allow business educators to maintain quality programs and provide maximum access to programs for students. Today, in 1991, these delivery options are a reality. We have relaxed the two-hour block rule. Funding requires only that your vocational business education program offer a minimum of 200 minutes per week and that a core is offered. This will allow you to design your own delivery system.

Also during the 1980s we lost many of our business courses to other program areas. Our discipline had simply not been defined in Michigan. We now have a formalized philosophy and a formalized direction written for business education in Michigan. That philosophy and direction are the foundation for the cluster curriculum.

During the last year, Public Act 25 has been developed to move Michigan to outcomes-based education and to deliver a model curriculum to all students/learners in Michigan. Business educators are currently wondering how we fit in and what our contributions will be. As of the first week in May, we have developed a matrix of where core outcomes fit into the BST Cluster. This is a first step, but we need to go further. We need to identify how our total discipline fits in.

So business education has a lot to be proud of. With one big voice, we can continue to keep Michigan's business education programs a viable part of secondary education in Michigan.

Send Articles for MBEA Today to:

ANN M. REMPE
P. O. BOX 307
WILLIS, MI 48191

MOEA 1991 SUPERCONFERENCE A FORCE FOR CHANGE

by Sue Maxam
 MBEA Liaison to MOEA

August 14-16, 1991
Amway Grand Plaza
Grand Rapids, MI

The 1991 SuperConference is planned by MOEA and its affiliates (including MBEA which is an affiliate organization) to include professional development activities, affiliate sessions, and late afternoon/evening recreational activities for all members of the family. Plan now to combine a family vacation with professional updating.

Several affiliate sessions have been added since the last MBEA Today issue. HANDS-ON SESSIONS will be held at Davenport Business College and will include advanced WordPerfect desktop publishing features, keyboarding presentation lessons through micro-computer simulation activities, and PageMaker: How to set up a newsletter for the advanced computer user.

The program also provides sessions on: Strategies for Making our Students Successful, Collaborative Learning, Changes in the Workplace: New Basic Skills, Networking: The Delivery System of the 90s, Speedwriting Dos and Don'ts, and several other sessions.

If you don't know MOEA as an organization, this is a wonderful opportunity to meet other educators from business and other curriculum areas who are involved.

For information on registering for the SuperConference and Hands-on Sessions, contact the MOEA Office, 530 W. Ionia, Suite D, Lansing, MI 48933. The telephone number is: (517) 374-1080.

CONGRATULATIONS, STUDENTS AND ADVISORS OF BUSINESS PROFESSIONALS OF AMERICA

by Judith K. Berry

At the conclusion of the 25th Annual National Business Professionals of America Leadership Conference held in Orlando, Florida, Michigan walked away with the largest number of awards of all the states. Ninety-eight secondary students from Michigan placed in the top 10 in a number of competitive events. Of the 40 post-secondary students attending, 39 placed and 6 received first place awards! This is a tremendous achievement for our Michigan students and advisors.

The Professionals Cup was awarded to the Michigan State Association. This is the first year the cup was awarded to the state with the highest percentage of schools participating in Special Recognition Programs such as Drug Awareness, Community Involvement, and Special Olympics.

The State Yearbook placed second in the nation and Michigan also received a plaque for the state with the highest contribution to the Mortgage Pay-Off Campaign.

Congratulations, students and advisors of Business Professionals of America. We are proud of you and of State Director Patricia Pearson.

For information on how to start your secondary or post-secondary chapter of Business Professionals of America, contact Pat Pearson, Director, Business Professionals of America, (517) VSO-MICH or (517) 876-6424.

MBEA Today

CONVENTION ISSUE
SPECIAL SECTIONS, pp. 3, 5-9, 12

The Official Publication of the
Michigan Business Education Association

Volume LVI Issue 5
September 1991

**MBEA 53RD ANNUAL
CONVENTION**
October 31-November 2

**IMPORTANT CONSTITUTION AND BYLAWS
CHANGES**
Pages 3, 7

PROGRAM AND REGISTRATION INFORMATION
Pages 5-9

1990-91 MBEA MEMBERSHIP FORM
Page 12
(Use ONLY if you have not renewed since July 1990.)

Dates to Remember

October 19, 1991 . . . DPE Alpha Lambda Chapter Meeting honoring Dr. Robert Poland; contact Alice L'Huillier, Michigan State University, (517) 355-2177.

October 31-November 2, 1991 . . . MBEA State Convention, Amway Grand Plaza Hotel, Grand Rapids, MI; Special sections on pages 3, 5-9, and 12.

November 1991 . . . Michigan Career Education Month; Contact Cindy Webber, Midland ISD, for information.

November 13-16, 1991 . . . DPE National Council Meeting, Little Rock, AR

December 6-10, 1991 . . . AVA Convention, Los Angeles, CA

THE LAW OFFICE TEAM Part 1: The Legal Assistant by Alice W. Callum, J.D. Eastern Michigan University

Mrs. Callum is an attorney, a graduate of Detroit College of Law, program coordinator for the Legal Assistant Program, and professor in the Department of Business and Industrial Education, Eastern Michigan University. Part II of The Law Office Team will focus on Law Office Administration—the law office administrator, the legal secretary, the law clerk, and the librarian.

A legal assistant is increasingly looked upon as a valued member of the legal team, devoted to providing legal services efficiently to the public. Attorneys who do not utilize the new technology for the law office and give recognition to the economic advantages of the legal assistant will find it difficult to compete in the 1990s and beyond.

The legal assistant (synonymous with the term "paralegal") is here to stay and the demand for them nationwide is soaring. The Federal Bureau of Labor Statistics predicts that this occupation will be the fastest growing of any over the next ten years. The number of legal assistants increased from 45,000 in 1982 to nearly 90,000 in 1985. Demand in states such as New York, Florida, Texas, and Ohio far outpaces supply. Employment for legal assistants in Michigan is, to my knowledge, good to very good for the well-trained paralegal with a four-year baccalaureate degree. But, in general, many attorneys do not know how to use this valuable resource.

Law Office continued on page 10

SKILL CENTER ACCREDITATION: Impact on Educators and Economic Community An Interview with Ronald Wroblewski Principal and Director of Career/Technical Education Bay-Arenac Skill Center

Introduction: On March 20, 1991, the North Central Association of Colleges and Schools officially acknowledged that the Bay-Arenac Skill Center met the general institutional requirements and criteria for accreditation. Why is the accreditation of the Skill Center important? Does it affect the business educators and the Business Information Processing cluster program at Bay-Arenac Skill Center? These were questions that MBEA Today explored with Mr. Wroblewski.

Question: Mr. Wroblewski, Bay-Arenac and Traverse Bay Area are the two skill centers in Michigan which presently hold North Central accreditation. What is the significance of accreditation for Bay-Arenac?

Answer: We at Bay-Arenac, through student competency testing and involvement with the local business community, knew that we produced a good student product, but our assessments of this were internal and local. The national recognition by North Central verifies that high standards of quality are being met. Accreditation attests that all the "nuts and bolts" that make up a quality educational program are present.

Bay-Arenac continued on page 11

Michigan Business Education Association Board Members 1990-91

Carol A. Johnson, President
Office Administration and
Business Education Department
Northern Michigan University
Marquette, MI 48955
(906) 227-1498

Karen L. Norman, President Elect
Baker College
G1050 W. Bristol Road
Flint, MI 48507
(313) 766-4109 or (313) 653-9299

Darryl W. Peterson
Vice President for Business and Finance
P. O. Box 54
Hillman, MI 49746-0054
(517) 742-3145 or (517) 742-4536

Mary H. Pettaway
Vice President for Membership and
N-CBEA Representative
Golightly Voc/Tech Center
19767 Cranbrook #211
Detroit, MI 48221
(313) 861-9363 or (313) 822-4090

Ann M. Remp
Vice President for Publications
Business and Industrial Education
17 Sill Hall
Eastern Michigan University
Ypsilanti, MI 48197
(313) 487-4330

Jeanne A. Mallak
Vice President for Professional Services
Business Division-Office Education Systems
Delta College
University Center, MI 48710
(517) 686-9126

Karen Y. Hosey, Secretary
South-Western Publishing Company
17243 Bonstelle
Southfield, MI 48075-3471
(313) 569-8351

Mary F. Robek, Past President
Business and Industrial Education
18 Sill Hall
Eastern Michigan University
Ypsilanti, MI 48197
(313) 487-4330

Regional Representatives
Arlene Vlahos
K-12 Upper Peninsula—Region I
Ewen-Trout Creek High School
Box 218
Ewen, MI 49925
(906) 988-2365

Chris Korbel
K-12 Northern Lower—Region II
TBA Career-Tech Center
Traverse City, MI 49684
(616) 922-6356

Sue Maxam
K-12 Southwest—Region III
Hill Vocational Center
2506 Maplewood
Lansing, MI 48910

Mary F. Skinner
K-12 Southeast—Region IV
Chippewa Valley High School
18300 19 Mile Road
Mt. Clemens, MI 48044
(313) 286-0260

Lilly Kelly Hall
K-12 Wayne County—Region V
Randolph Voc/Tech Center
17101 Hubbell
Detroit, MI 48235
(313) 863-6300

Joan Berg
Junior/Community College
Northwestern Michigan College
1701 East Front
Traverse City, MI 49684
(616) 922-1167

Carol Turner
Four-Year College/University
Ferris State University
517 Bishop
Big Rapids, MI 49307
(616) 592-2709

Joyce Alayne Jensen
Private Business School
Dorsey Business Schools
30821 Barrington Avenue
Madison Heights, MI 48071
(313) 588-9660 or (313) 628-1643

B. Jean Hester
Business Teachers Club of
Metropolitan Detroit
Western High School
1500 Scotten
Detroit, MI 48209
(313) 849-4758

Judith K. Berry
Business Education Consultant
Vocational Technical Education Service
Department of Education
P. O. Box 30009
Lansing, MI 48909
(517) 335-0368

CORTEZ PETERS KEYBOARDING, SKILLBUILDING & APPLICATIONS II

A weekend workshop will be held on November 22 & 23 at Schoolcraft College in Livonia. The 12-hour workshop is designed to upgrade professional teaching competencies of business educators. Participants will be introduced to championship motivational strategies as well as a scientific way of reducing errors and increasing speed in keyboarding. Hands-on learning activities will demonstrate how to make learning the keyboard fun. 1.2 C.E.U., Fee \$120 plus \$7 registration fee. To register, please call (313) 462-4448.

LARRY L. THOMAS ASSUMES MBEA TODAY ROLE

Larry Thomas, candidate for the position of MBEA Vice President for Publications and faculty member at Central Michigan University, has assumed the production responsibilities for the September 1991 issue. Following elections in November, it is expected that Larry will assume all editorial and production responsibilities. In anticipation of this, please:

**Send your teaching tips,
innovative methods, issues,
research, or other
contributions to**

**LARRY L. THOMAS
338 Grawn Hall
Central Michigan University
Mt. Pleasant, MI 48859**

**Deadline for January 1992
Issue: November 15, 1991**

ISSN 0892-9831

CHANGE OF ADDRESS: To ensure receipt of all MBEA mailings, please notify Mary H. Pettaway, MBEA Vice President for Membership, 19767 Cranbrook #211, Detroit, MI 48221.

REMOVAL OF NAME FROM MAILING LIST: Occasionally MBEA sells its mailing list to certain carefully screened organizations. If you prefer that your name be removed from the mailing list when it is sold, please notify Mary H. Pettaway.

PUBLICATION INFORMATION

Editor: Dr. Ann M. Remp, MBEA Vice President for Publications, 1988-1991

Publications Consultant: Professor David K. Gore, Eastern Michigan University, Ypsilanti, MI 48197

MBEA Today is a publication of the Michigan Business Education Association. It is published five times each academic year. The publication subscription is included as part of benefits with MBEA membership dues. Distribution is only to active MBEA members. Volume LIV (September, 1988, to

May, 1989) is available through ERIC Document Service: CE 052436. Volume LV (1990-91) of MBEA Today is currently indexed in the Business Education Index.

Submit articles of 750 to 1,250 words following the Publication Manual of the American Psychological Association for citations, references, tables, and number style. The deadlines for the issues are: July 15 for September, September 15 for November, November 15 for January, January 15 for March, and March 15 for May.

MBEA BOARD PROPOSES CHANGES

by Lilly Kelly Hall, Chair;

Joyce Jensen, Secretary; and members

Darryl W. Peterson and B. Carol Turner

MBEA Constitution and Bylaw and Policies Review Committee

The following recommendations were brought forth by the Constitution and Bylaw and Policies Review Committee of the Michigan Business Education Association Executive Board. The objective of the proposed changes is increased responsiveness to membership needs. These proposals, in accordance with constitutional provisions, are announced to the membership at least 45 days in advance of the general membership meeting at the Annual Convention. The MBEA Executive Board recommends adoption of the following changes:

ARTICLE IV - ORGANIZATIONAL STRUCTURE

Section 3. Elected and Appointed Personnel.

Paragraph c. Michigan Department of Education Representative.

Current language

An individual from the Michigan Department of Education who has an interest in business education shall serve a one-year term as a voting member of the Executive Board.

Proposed language

An individual from the Michigan Department of Education who has an interest in business education shall serve as a non-voting member of the Executive Board.

Rationale

Non-voting status would remove any conflict of interests for the person serving in this capacity.

ARTICLE VII - MEETINGS

Current language

There shall be at least one general membership business meeting held annually during the Association's Convention.

Proposed language

Section 1. There shall be at least one general membership business meeting held annually during the Association's Convention.

Section 2. There shall be at least four Executive Board meetings held annually.

a. Each Executive board member is expected to attend all four meetings.

b. Each Executive board member is expected to submit reports as directed by the President.

c. An Executive board member will be removed for nonparticipation in meetings. Participation includes attendance, submission of reports, and communication with the President.

d. The Past President, President, and President Elect shall consider circumstances of nonparticipation to determine appropriate action.

Rationale

The change is to ensure accountability and full participation from all elected and appointed members of the Board.

BYLAW 1 - FISCAL YEAR

Current language

The fiscal year of the Association shall be July 1 - June 30.

Proposed language

The fiscal year of the Association shall be January 1 through December 31.

Rationale

Changing the fiscal year to correspond with the calendar year will facilitate continuity in accomplishing yearly goals.

BYLAW 5 - ELECTIONS

Section 1. Officers.

Paragraph a.

Current language

The Nomination Committee shall prepare a slate of candidates for each office to be elected and present this slate to the Executive board not later than June before the election. The slate shall be sent to all voting members of record thirty (30) calendar days before the election. Additional nominees may be presented thereafter when at least fifty (50) or more active members present their signed petition to the Vice President for Membership for verification not less than ten (10) calendar days before the election. The names of these additional nominees will be added to the official ballot.

Proposed language

The Nomination Committee must bring forth the names of eligible candidates for each office not to exceed three for each office and present this slate to the Executive board not later than June before the election. The slate shall be sent to all voting members of record thirty (30) calendar days before the election. Additional nominees may be presented thereafter when at least fifty (50) or more active members present their signed petition to the Vice President for Membership for verification not less than ten (10) calendar days before the election. The names of these additional nominees will be added to the official ballot.

Rationale

Membership should have the privilege of electing officers to the Board from a pool of eligible candidates submitted by the Nomination Committee rather than the slate of officers presented by the Nomination Committee.

BYLAW 11 - AWARDS

Section 1.

Current language

b. Recognition Award — may be awarded to one or more persons who have provided outstanding service to Business Education in the State of Michigan. The recipient will receive a one-year membership.

c. Outstanding Student Business Educator Award — may be awarded to one outstanding student from each teacher training institution in the State.

Proposed language

b. Recognition Award — may be awarded to one or more persons who have provided outstanding service to Business Education in the State of Michigan. The recipient(s) shall receive an MBEA Life Membership.

c. Master Teacher of Post-Secondary Business Education Award — may be awarded to one or more persons who have exhibited excellence in teaching in the classroom and have demonstrated leadership qualities among their colleagues in post-secondary business education. The recipient(s) shall receive a one-year membership.

d. Master Teacher of Secondary Business Education Award — may be awarded to one or more persons who have exhibited excellence in teaching in the classroom and have demonstrated leadership qualities among their colleagues in secondary business education. The recipient(s) shall receive a one-year membership.

e. Emerging Professional Business Educator Award — may be awarded to one or more persons with at least two, but not more than six, years of full-time teaching experience who have demonstrated excellence in the classroom in secondary business education. The recipient(s) shall receive a one-year membership.

Section 2.

Current language

The above and such other awards as may be established by the Executive Board will be awarded at the discretion of the Executive Board.

CHANGES continued on page 7

THIRD GRADE KEYBOARDING: Business and Elementary Teachers Working Together by Cinda Shanks, Onsted Community Schools

Onsted Community Schools is a Class C school with approximately 1,900 K-12 students. About four years ago, a computer committee consisting of all teachers involved in computer instruction (two from each level), the principal, the school secretary, and a parent, developed a K-12 computer curriculum. The committee believed that, for our students to use the computer to its maximum capability, keyboarding skills were an integral part of this program. The committee felt the earlier students received these skills the more successfully our computer program would be integrated into the classroom and our students' lives.

After considering several factors (age, motor ability, eye/hand coordination, and current curriculum offered in the elementary school), we decided to place our keyboarding program at the third grade level.

Equipment and Teaching Staff

Due to lack of space and money, we were unable to furnish a computer lab for this class. We decided to use the TypeWrite machine. This machine is battery run and costs about \$40. It contains only the alphabetic, numeric and standard symbol keys. A small eight-character display scrolls as the student types.

It was the consensus of the computer committee, administration, and teachers involved that this class be taught by the business teacher with the assistance of the classroom teacher if needed. A high school student also assists. Because of my background, training, and desire to teach this class, I became the Third Grade Keyboarding Instructor. As I am certified for grades 7-12, my school applied for a waiver in order for me to teach at the elementary level.

Class Structure

We only had four classrooms to instruct the first year. We decided to teach two the first semester and two the second semester. The classes were 45 minutes long and met two days each week and every other Friday. The time was scheduled opposite art, physical education or other "specials" to avoid disruption of academic classes. I rotated to the classroom rather than having students come to a special location.

The materials were drawn from standard keyboarding materials keyed in a slightly larger font than found in most materials. The students learned quickly and this approach was found to be adequate at the time. The drawbacks of this method were:

- The time was too long for the attention span at this level with these machines.
- Teachers discovered that the two classes that did not receive keyboarding instruction until the second semester did not use their computer as effectively as the classes that received

instruction the first semester. Students that had keyboarding instruction were completing assignments at least twice as fast as students who did not have the instruction.

For these reasons and the additional fact that there were five classrooms for the 1990-91 school year, we decided to revise our time structure.

Each of the five classrooms had two keyboarding classes a week that were approximately 25 minutes long. Classroom teachers were also encouraged to schedule time for the students to work at the computer or keyboarding machines a minimum of one other time during the week.

This worked extremely well. The students' attention span remained constant. All students were receiving keyboarding instruction from the beginning of the school year and were utilizing these skills on their computer.

Instruction

For the first two to three months, the format was: One day for introduction of new key(s) (one or two keys) and the next day for review.

A typical instructional day looks like this:

- The teacher of the first class of the day has the students at their desks with their keyboards when I arrive.
- A brief verbal review of the previous key learned; presentation of new key if appropriate or I will dictate a review of the previous class instruction and students will key as I dictate.
- Students will then spend 10 to 15 minutes keying in the assignment. During this period, I play music with a snappy beat to type by. The music helps keep boredom from setting in. I also feel that it keeps the students from watching their hands.
- At the end of the first class instruction, the students take their keyboards, row by row, to the students in the next class.

By the end of the school year, the students had learned all the alphabetic keys and the number keys. Average speed attained was between 15 and 35 wpm.

Incentives and Other Activities

When needed (the students never knew which day), I used the following incentive. As they were keying their assignment the student aide and I would watch the students. If they were displaying the proper techniques (fingers on correct keys, correct typing position, eyes on copy), a candy (such as a Tootsie Roll) or sticker was placed on their desk. The treat did not become theirs until the end of the class time. If they displayed incorrect techniques after the treat was placed on the desk, it would be picked up. This rarely happened.

I found this incentive worked very well.

Students increased their technique faster with this method. This also worked well for special needs students. They often did not work to their ability until I started using this technique. Often, they then improved 100%. I did not use this incentive until the fourth or fifth week of class.

Every nine weeks, I gave out certificates to all students. I created these certificates using Print Shop on the computer. Usually I would place a sticker on these certificates. The students really liked their certificates.

There were other activities, too. During the last nine weeks or after all alphabet keys were learned, I played the following game:

Students were divided up into teams. Their hands were covered. A bingo chip was placed in front of every student as a marker. I would then write a word on the board. The students had eight to ten seconds to key the word without looking at their hands. If the word was keyed incorrectly or we saw a student looking at his/her hands, the chip was picked up. Another word or series of numbers would be written on the board. The game continued in this way until only one team had chips remaining. This team then received a prize (candy or stickers). In order to reward all students I generally gave a prize to any student who keyed the last word correctly.

The students loved this game. Their keyboarding ability increased dramatically. Students who rarely typed the words correctly the first time we play are keying them correctly by the last time we play. This also helps me evaluate which students are progressing.

As soon as students have learned the alphabetic keys, I then have short, funny stories or poems for them to key. This helps to improve their ability to read and key words instead of separate characters.

I also give short timings with emphasis on having each student improving his/her own speed by one character or word instead of an emphasis on words typed per minute. The important factor in teaching third grade keyboarding is improvement of each student.

Reactions

The classroom teachers are very supportive of this program. They assist me when needed and encourage the students to use the computer. They use Children's Writing and Publishing Center to produce short stories. Print Shop and other educational programs are also used. Every classroom also has the program, Microtype: The Wonderful World of Paws (South-Western Publishing Co.) for their computer. When new students arrive in the middle of the year or a student has missed class, this program helps to catch them up with what they have missed.

We have found our program to be very successful. Fourth grade students are encouraged to word process. A fifth grade block is

Third Grade continued on page 11

MBEA CONVENTION PROFESSIONAL DEVELOPMENT SESSIONS

Franklin Time Management Seminar (Session #111)

Is your life out of control? Are you always running behind schedule, with events and responsibilities overwhelming you? This powerful seminar will help you take control of your most precious resource—TIME.

The basic concept of Franklin's Time Management Seminar is event control. The seminar and the Day Planner provide a goal-oriented system which brings short, intermediate, and long-range goals into everyday planning. The process teaches individuals how to identify the highest needs from both a business and personal viewpoint. The Planner is the vehicle in which to manage information, record commitments, and plan for success on a daily basis.

Participants will be taught to maximize the use of their time and resources and help integrate priorities into their lives. The process, along with the Planner, helps individuals identify key priorities, to work on these priorities, rather than less important tasks, and to increase productivity and improve return on investment.

As part of the seminar, you will receive a datebook organizer that will help you make these principles and techniques an integral part of your daily life. Fee: \$120, which includes instruction, the Franklin Day Planner system and guidebook; \$65 if you have the planner.

Performance Learning Systems, Inc. Learning Modalities (Session #112)

Since teachers primarily teach by using their own preferred learning style, initial workshop activities will have teachers explore their individual learning preferences. Participants will experience several methods for determining student preferences for learning visually, auditorially, and kinesthetic/tactually. Specific strategies for rotating teaching techniques using the three modes are presented to better prepare teachers to meet the different learning preferences of their students. Seminar materials are included. Fee: \$45.

Powerful Presentations Seminar (Session #203)

As educators we make presentations not only in the classroom, but to other faculty members, our supervisors, professional organizations, and community groups. In this seminar the participants will discuss how to ensure that the audience not only understands our message, but also remembers our message. The participants will look at the often forgotten physical skills and organizational skills necessary in delivering an effective and powerful presentation. Seminar materials are included. Fee: \$25.

MBEA CONVENTION TOURS

Amway Corporation (Tour #11)

This is a free one-hour guided tour of the Amway Corporation located in Ada, Michigan. Included will be

Tours continued on page 6

MANAGING CHANGE IN AN ERA OF INTEGRATION

MBEA 53rd Annual Convention
Amway Grand Plaza Hotel — Grand Rapids, Michigan
October 31, 1991 - November 2, 1991
(This tentative program is subject to change.)

Thursday, October 31, 1991

- | | |
|---|--|
| 12 noon - 5:00 p.m.
3:00 p.m. - 6:00 p.m.
5:00 p.m. - 9:00 p.m.

5:00 p.m. - 9:00 p.m.

6:00 p.m. - 8:00 p.m.

9:00 p.m. - 11:00 p.m. | MBEA Executive Board Meeting - Amway Thornapple
Registration - Amway Center Concourse
Session #111 - Franklin Time Management Seminar - "Increased Productivity through Effective Time Management" - Mr. Gary Richins - Amway Berkey
Session #112 - Performance Learning Systems Workshop - "Learning Modalities" - Dr. Glenora I. Andreson, Educational Consultant- Amway Thornapple
Concurrent Sessions
Session #202 - "Current Trends in Customer Satisfaction: Are Today's Business Students Prepared to Meet the Challenge?" - Ms. Mary Temple-Fertig, Sandy Corporation - Amway Pullman
Session #203 - "Powerful Presentations" - Ms. Cindy Lakin Morley, Morley Management Services - Amway Winchester
Presidents Reception (All convention participants welcome.) - President's Suite |
|---|--|

Friday, November 1, 1991

- | | |
|---|---|
| 6:45 a.m. - 6:00 p.m.
7:00 a.m. - 8:00 a.m.

8:15 a.m. - 9:45 a.m.

9:00 a.m. - 5:00 p.m.
10:00 a.m. - 11:00 a.m. | Registration - Grand Center Concourse
Past Presidents' Breakfast (By invitation only.) - Amway Nelson
Annual Business Meeting and Opening General Session
Keynote Speaker: Mr. Michael F. Addonizio, Governor's Education Policy Advisor - Grand Center Room G
Exhibits - Grand Center Concourse
Concurrent Sessions - Grand Center
Session #207 - "Teach Teamwork to Your Business Students" - Mr. Joseph J. Gasper, Baker College - Grand Center Room B
Session #208 - "Integrating Business Professionals of America into the Core Curriculum" - Ms. Patricia Pearson, Business Professionals of America - Grand Center Room C
Session #209 - "H. Ross Perot on International Competitiveness" - Ms. Catherine D. Amboy, University of Michigan-Flint - Grand Center Room D
Session #210 - "Legislative Update" - Mr. William Weisgerber, Vocational Technical Education Service, Michigan Department of Education - Grand Center Room E
Session #211 - "Cooperative Education: A Vital Part of the BST Curriculum" - Mr. Thomas Benton, Vocational Technical Education Service, Michigan Department of Education - Grand Center Room F
Session #212 - "Issues and Trends in Accounting" - Ms. Pat Hoff, Glencoe Division, McMillan/McGraw-Hill Publishing Company - Grand Center Room H
Session #23 - To be announced |
|---|---|

CONVENTION . . . continued

- 10:00 a.m. - 12:15 p.m. **Workshops** - Offsite (Meet at the Amway Lyon Street Entrance.)
Workshop #101 - "Desktop Publishing with WordPerfect 5.1" - Mr. Larry R. Cook, GMI Engineering & Management Institute
Workshop #102 - "WordPerfect for Windows" - Mrs. Jean M. Zager, Emeritus Faculty, Delta College (sponsored by Paradigm Publishing Company)
- 11:15 a.m. - 12:15 p.m. **Concurrent Sessions**
Session #215 - "Scientific Keyboarding for the 90s and Beyond" - Mr. Cortez W. Peters, Jr. (sponsored by Glencoe/McGraw Hill Publishing Company) - Grand Center Room B
Session #216 - Repeat of Session #209 - Grand Center Room C
Session #217 - Repeat of Session #202 - Grand Center Room D
Session #218 - "Portfolios Can Be Students' Passport to Employment" - Ms. Louise M. Dube, Oakland Technical Center, Clarkston Community Schools - Grand Center Room E
Session #219 - "National Survey of Elementary Computer Keyboarding Curriculum" - Ms. Cristine M. Rice, Southwestern Publishing Company - Grand Center Room F
Session #220 - "Working with Your State Legislator" - Honorable Stephen P. Dresch, 110th District, House of Representatives - Grand Center Room H
Session #221 - Repeat of Session #211 - Grand Center Room I
- 12:15 p.m. - 12:45 p.m. **Visit Exhibits** - Grand Center Concourse
- 12:45 p.m. - 2:00 p.m. **Luncheon - MBEA Awards** - Amway Ford (Welcome by the Honorable Gerald Helms, Mayor of Grand Rapids); **Keynote Speaker:** Honorable Stephen P. Dresch, 110th District, House of Representatives
- 2:15 p.m. - 3:15 p.m. **Concurrent Sessions**
Session #223 - Repeat of Session #207 - Grand Center Room C
Session #224 - Teaching Strategies for Accounting - Dr. Robert D. Hanson, Central Michigan University (sponsored by South-Western Publishing Company) - Grand Center Room E
Session #225 - "Recruitment Ideas that Pay Big Dividends" - Ms. Barbara E. Mack and Ms. Louise M. Dube, Oakland Technical Center, Clarkston Community Schools - Grand Center Room B
Session #226 - Repeat of Session #210 - Grand Center Room D
Session #227 - "How to Get Students to Follow Directions" - Dr. Paula E. Brown, Central Michigan University - Grand Center Room F
Session #228 - "Advantages of Non-Traditional vocational Training" - Mr. David Kirby, President of Michigan Computer Institute - Grand Center Room H
Session #229 - "Education in the Information Age" - Ms. Pat Hoff, Glencoe Division, McMillan/McGraw-Hill Publishing Company - Grand Center Room G
- 2:30 p.m. - 4:00 p.m. **Tour #11 - Amway Corporation** (Meet at the Amway Lyon Street Entrance.)
- 3:15 p.m. - 3:45 p.m. **Visit Exhibits** (Afternoon snack courtesy of Davenport/Detroit Colleges) - Grand Center Concourse

TOURS . . . continued

the Amway Corporation research and development, product distribution system, Michigan's largest commercial printing shop, corporate museum, multi-media presentation display. Bus fare charge only: \$10.

Gerald R. Ford Museum (Tour #12)

Gerald R. Ford became the 38th President of the United States on August 9, 1974. His term of office restored calm and confidence in the nation's democratic process and a sense of goodwill among the American people.

Visitors to the Museum will find a wealth of information on Gerald Ford's life and his dedication to public service. One of the most popular presentations is the full-scale reproduction of the Oval Office decorated as it was during Ford's presidency.

Various exhibits, many with sound and file, feature the congressional years, his vice presidency, the 1976 presidential campaign, the pardon of Richard Nixon, and related national and international issues.

Visitors can see gifts presented by Heads of State and foreign dignitaries, as well as personal gifts to President Ford from the American people. A 28-minute, award-winning film is also shown. Admission charge only: \$2.

City Centre Mall (Tour #13)

This downtown mall anchors the pedestrian retail area and houses Brownstone and Town & Country, travel and leather goods by Groskopf's and fine jewelry from Vandenberg's. Find novelty and odd-ball gift items at Fun & Giggles. If shopping makes you hungry, visit the basement food court for your favorite foods at McDonalds, Ole Taco, Milano Pizza, Mikado Japanese, or Sam's Oasis Middleeastern. Free of charge.

Easttown Shopping and Dining (Tour #14)

One of Grand Rapids' more intriguing areas, this section, centered in the wealthy Lake Drive area, offers bookstores, artists, artisans, and some nice specialty restaurants and taverns.

Here are a few: McKendree's for stained glass, leather, and jewelry; Argos and Memory Aisle II for used and rare books; Chrysler Gallery for pottery; Heffner Galleries for fine arts restoration, appraisals and framing; Tim's Pantry for the best-smelling gourmet coffees in town; and Flags Unlimited for everything imaginable that blows in the wind.

This area has great bars like the Intersection, Martini's and Shout (Shout's 60s fare and memorabilia includes a pink cadillac) and specialty restaurants for great meals—like Yesterdog with the best hot dogs in town. Bus fare charge only: \$10.

MBEA CONVENTION WORKSHOP SESSIONS

Desktop Publishing with WordPerfect 5.1 Workshop Session #101

Desktop publishing has been a process that has been limited to the experts, which required special computer software and extensive training to produce documents. You now can produce newsletters, flyers, etc., using WordPerfect 5.1 without purchasing additional software.

If you have a need for highly-professional looking materials, there are WordPerfect add-ins, such as DrawPerfect. The use of wordPerfect 5.1 reduces the amount of additional training. There would be a greater amount of specialized training and cost required to use designated desktop publishing software, such as Aldus's PageMaker or Xerox's Ventura.

This is a hands-on workshop. Limited enrollment; first come, first served. Fee: \$5.

WordPerfect for Windows

Workshop Session #102

This hands-on workshop will examine the similarities and differences between the earlier WordPerfect packages and WordPerfect with Windows. This workshop will include a demonstration as well as hands-on activities. Limited enrollment; first come, first served.

SPECIAL CONVENTION COMMEMORATIVES

As a special event during the 1991 Convention, participants will be offered an opportunity to purchase two special convention commemoratives.

The first, a 1991 Convention burgundy and white 11 oz ceramic mug with the MBEA insignia and convention theme, will be offered for \$4.50. You may purchase your convention mug either through pre-registration or at the registration table throughout the convention. Limited supplies will be available!

The second, the MBEA Insignia Circle Lapel Pin for \$5.00, will be of special interest to participants because it is a reproduction of the organization's original insignia. This also will be available through the pre-registration materials or sold at the registration table throughout the convention. Limited supplies will be available.

CHANGES . . . continued

Proposed language

The Four-Year College/University Representative shall follow established guidelines in soliciting a single-nomination from each teacher training institution in the State for the Outstanding Student Business Educator Awards. Recipients shall receive one-year memberships.

Section 3.

The above and such other awards as may be established by the Executive Board will be awarded at the discretion of the Executive Board.

Rationale

Business educators at the varied educational levels who have exhibited excellence in teaching and demonstrated leadership should be recognized by the membership for their contributions to business education and be rewarded with a complimentary professional membership for one year.

MEMBERSHIP DUES

In order to facilitate Board necessities, adequately carry out Board business, and continue our quality publications, it is necessary to increase membership dues as follows:

Professional Membership	\$25
Student Membership	\$10
Retired Membership	\$10

CONVENTION . . . continued

- 3:30 p.m. - 5:00 p.m. Tours (Meet at the Amway Lyon Street Entrance.)
Tour #12 - Gerald R. Ford Museum
Tour #13 - City Centre Mall
- 3:45 p.m. - 4:45 p.m. Concurrent Sessions
Session #231 - Repeat of Session #220 - Grand Center Room C
Session #232 - "Adult Education" - Ms. Joyce Silagy - Grand Center Room E
Session #233 - To be announced
- 4:45 p.m. - 5:00 p.m. Visit Exhibits - Grand Center Concourse
- 5:00 p.m. - 8:00 p.m. **Tour #14 - Eastown Shopping and Dinner** (Meet at the Amway Lyon Street Entrance.)
- 9:00 p.m. - Midnight **Halloween Party!** (sponsored by Baker College) - Amway Vandenberg Room

Saturday, November 2, 1991

- 7:00 a.m. - Noon Registration - Grand Center Concourse
Session #242 - "Motivation in Careers and Employment" - Mr. Donald Torline, Baker College - Grand Center Room C
Session #243 - Repeat of Session #215 - Grand Center Room E
Session #244 - "Business Services and Technology Workshop" - Dr. Wells Cook - Grand Center Room B
Session #245 - "Outstanding Student Business Educators Discussion" - Dr. B. Carol Turner, Ferrist State University - Grand Center Room D
Session #246 - "Tools for Teaching Business Computer Applications" - Ms. Iris Blanc, Tottenville High School, New York (sponsored by Dictation Disc Company) - Grand Center Room F
Session #247 - Repeat of Session #232 - Grand Center Room H
Session #248 - To be announced - Grand Center Room I
- 9:30 a.m. - 11:00 a.m. **Breakfast Brunch Buffet - Student Awards** - Amway Pantlind Ballroom
- 11:15 a.m. - 12:15 p.m. Concurrent Sessions
Session #250 - "Motivating Yourself to Motivate Others" - Dr. Thomas T. Blackwell, President of I.M.P.E.L. - Grand Center C
Session #251 - "Integrating Teams Into the Curriculum: Strategies for Teachers" - Ms. Bernice R. Craft and Ms. Kim A. Novak, Eastern Michigan University - Grand Center E
Session #252 - "Business Services and Technology Workshop-Continuation" - Ms. Judith K. Berry, Vocational Technical Education Service, Michigan Department of Education - Grand Center Room I
- 12:30 p.m. - 1:30 p.m. Concurrent Sessions
Session #253 - Repeat of #246 - Grand Center Room C
Session #254 - To be announced.
- 12:30 p.m. - 2:15 p.m. **Session #255** - "Business Services and Technology Workshop-Continuation" - Break-out Sessions with Richard McInnis and Diane Buckley (Jackson Area Career Center), Rose Wingo (Eastern Michigan University) and Helene Zimmerman (Central Michigan University), and Evelyn Vandelaar from Galesburg/Augusta High School) - Grand Center I, D, F, H, G, B

MANAGING CHANGE IN AN ERA OF INTEGRATION
53rd Annual MBEA Convention--October 31-November 2, 1991
Amway Grand Plaza Hotel, Grand Rapids, Michigan
REGISTRATION FORM (Please copy as needed.)

REGISTRANT INFORMATION ☐ **Current Member** ☐ **Membership Enclosed**

Name _____ Employer Name _____

Mailing Address _____

Daytime Telephone _____ Evening Telephone _____

REGISTRATION FEES*

Full Convention

Pre-Registration** ☐ \$35.00
 On-Site Registration ☐ \$50.00
 Student Member Registration ☐ \$ 0.00

One Day Only

Pre-Registration** ☐ \$25.00
 On-site Registration ☐ \$25.00
 Day/Date _____

*Membership dues must be paid prior to registration or included with this form. An application blank appears in this issue of MBEA Today. **Pre-registration fee is applicable if registration materials are mailed and postmarked no later than October 5, 1991.

CONVENTION MEAL FUNCTIONS (optional)

Friday Luncheon - MBEA Awards - Chicken ☐ \$16.50

Saturday Brunch Buffet - Student Awards ☐ \$13.50

PROFESSIONAL DEVELOPMENT SESSIONS (optional)

Registrant Information must be completed in order for MBEA nonmembers to attend Professional Development Sessions.

Session #111 ☐ \$120.00 or ☐ \$65.00

Franklin Time Management Seminar

(Pay \$120.00 which includes instruction, the Franklin Day Planner System and Guidebook--a savings of \$25.00 eac; pay \$65.00 if you have the Planner.)

Session #112 Performance Learning Seminar ☐ \$45.00

Session #203 Powerful Presentations Seminar ☐ \$25.00

SPECIAL CONVENTION COMMEMORATIVES (optional)

1991 Convention Ceramic Mug (11 oz.) ☐ \$ 4.50

MBEA Insignia Circle Lapel Pin ☐ \$ 5.00

WORKSHOP SESSIONS (optional)

The Registrant Information and Pre-Registration sections must be completed in order to register for Workshops.

Workshop Session #101 ☐ \$ 5.00

Desktop Publishing with WordPerfect 5.1

Workshop Session #102 ☐ \$ 5.00

WordPerfect for Windows

TOURS (optional)

The Registrant Information and Pre-Registration sections must be completed in order to register for Tours.

Tour #11 Amway Corporation (bus fare) ☐ \$10.00

Tour #12 Gerald Ford Museum (admission) ☐ \$ 2.00

Tour #13 City Centre Mall ☐ \$ 0.00

Tour #14 Shopping and Dinner (bus fare) ☐ \$10.00

MAILING INFORMATION: Mail this form and a check payable to:

Joyce Chaffee
Adult Career Training
30600 Northwestern Highway
Farmington Hills, MI 48334

TOTAL ENCLOSED: \$ _____ *

*Pre-registration fee is applicable if registration materials are mailed and postmarked no later than October 5, 1991.

MBEA CONVENTION ACCOMMODATIONS

Amway Grand Plaza Hotel
Pearl at Monroe
Grand Rapids, MI 49503
616-776-6400

(Special convention rates;
 SEE HOTEL REGISTRATION FORM.)

Radisson Hotel
11 Monroe, NW
Grand Rapids, MI 48503
616-242-6000

(Special convention rates.)

Knight's Inn
5175 28th Street, SW
Grand Rapids, MI 49512
616-956-6601

Day's Inn - Downtown
310 Pearl Street, NW
Grand Rapids, MI 49504
616-235-7611

President Suites
5401 28th Street Ct., SE
Grand Rapids, MI 49546
616-940-8100

Residence Inn by Marriott
2701 E. Beltline, SE
Grand Rapids, MI 49546
616-957-8111

Howard Johnson's
35 28th Street, SW
Grand Rapids, MI 49548
616-452-5141

Hampton Inn
4891 28th Street, SE
Grand Rapids, MI 49512
616-956-9304

Circle preferred accommodations. If room type requested is not available, nearest room type will be confirmed. Rates are subject to 4% sales tax and 5% hotel tax.

(Please Print)

ACCOMMODATIONS	RATE		
☒ One Bed (1 person)	\$79		
☒ One Bed (2 persons)	\$79		
☒ Two Beds (2 persons)	\$94		
Triple	\$109		
Quad	\$124		

Include first night's deposit plus 9% taxes in this envelope to confirm reservation . . . or use your American Express, Master Charge, Visa, or Diner's Club credit card to guarantee your reservation.

Arrival Date / / Departure Date / /

Card Holder's Name

Card #

Expiration Date Card /

(Reservations must be canceled 72 hours prior to scheduled arrival to receive refund from hotel or to avoid a charge being placed on your credit card.)

Group Code MBE392

Reservations must be received by 10/5/91

Suite information: Contact our Reservations Department. Dial toll-free 1-800-253-3590, Michigan residents dial 1-800-632-6120.

Michigan Business Education Association
Annual Convention
October 30-November 2, 1991

Name

Company

Address

State Zip

Telephone Number

Signature

Please reserve the following accommodations at the Amway Grand Plaza Hotel. Reminder — Please make check or money order payable to: Amway Grand Plaza Hotel (do not send currency). Please type or print.

Sharing with

☐ Room will be shared by third and/or fourth person (over 12 years of age): An additional charge of \$ 15 per additional person will prevail.

Third Person Name

Fourth Person Name

LAW OFFICE . . . continued

Professional, not Clerical, Responsibilities

As those who prepare individuals for employment in the office can testify, expectations make a difference in the contribution the employee can make. A secretary expected only to type or file is often underutilized and regarded as a "cost" or "burden" from a budget perspective; a secretary expected to represent a firm to the public, write reports and other communications, or assume other responsibilities plays a professional role. The same is true for the legal assistant. Attorneys who regard the legal assistant as part of the service personnel, relegating this paraprofessional to the role of "fetch and carry" and tending files, miss the point. The legal assistant is a profit center rather than a service element in the law office operation.

Legally, a legal assistant under the supervision of an attorney, can do anything a lawyer can do except give direct legal advice to clients and appear to represent a client in a duly constituted state or federal court. Paralegals may appear on behalf of clients before an administrative law judge if that particular administration has so ruled. Legal assistants can and do undertake, under the supervision of an attorney, such tasks as drafting pleadings and legal instruments (wills, contracts, pension plans); preparing interrogatories; digesting depositions, preparing files and exhibits for trial; interviewing clients and witnesses; doing 98% of the paper work to probate an estate; and doing legal research and writing legal memoranda—to mention only a few activities.

Technology in the Law Office

The computer is the tool of today's legal assistant. Word processing is a highly marketable skill and is used for preparation of complaints and legal documents. Other computer applications are time and billing, digesting depositions, and work product retrieval. There has also been significant growth in the use of computerized document assembly systems, and new systems for use of the computer in the law office are continually being developed. A recent ABA survey revealed that smaller law firms are swiftly becoming computerized so that they can provide efficient service at a lower cost.

Computer-based legal research is increasingly undertaken by the paralegal. Online searches of case law, federal and state statutes, and related information dramatically reduce the time required to search the printed law library. The paralegal should be trained to use Lexis, the service of Mead Data Central, or Westlaw, the service of West Publishing Company, or both. While reducing costs is a potential, such services are billed on a time and transaction basis. An uninformed search can result in costs of hundreds of dollars that might, with proper

training, cost much less. The paralegal, then, will soon be expected to be a database specialist. In the current market, legal assistants who have this preparation are definitely preferred. The computer background students acquire in school is essential grounding for job responsibilities.

Billing Practices

The legal assistant's time spent on a client's case is commonly billed out at \$40 to \$50 per hour, or more. On average, the attorney pays approximately \$10 to \$12 per hour to the paralegal. (Fringe benefits are not figured into this calculation.) The attorney's office stands to generate \$30 or more per hour for each billable hour of a legal assistant. In most cases, legal assistants can be expected to generate 35 billable hours per week. In addition, the client will be happy to be billed at a lower rate for some of their legal services and often requests that a paralegal be utilized wherever possible. In cases where attorney fees are recoverable when the plaintiff prevails, the law firm can also recover paralegal fees, per case law authority. *Spray-Rite Service Corp. v Monsanto Co.*, 684 F2d 1126, 1250 (7th Cir.1982).

Employment and Education

Paralegals are, of course, often employed in the attorney's office. However hospitals and corporations needing legal help can employ one attorney supervisor and three or four legal assistants to accomplish the work formerly done by three in-house attorneys. In addition, legal assistants are hired into areas such as court systems, banks, state and federal government, brokerage houses, and law libraries.

The legal assistant movement began in California and then leaped to the East Coast. The Midwest has been slow to accept the whole idea. Because there are, to date, no licensing standards set by any state for legal assistants, the job of the paralegal is extremely flexible and can expand greatly depending upon the ability of the person and the trust which this person has inspired in the attorney supervisor. Training programs have grown steadily, however, beginning in the 1960s and increasing in number in the 1970s and 1980s.

Many different people are attracted to legal assistant programs beyond the traditional student working for an Associate or Baccalaureate degree. The non-traditional student is the individual who has been in the work force and wants a change of occupation: the housewife, widow, or divorcee who has earned a degree and who now wants to enter the work force; the person who is contemplating law school but wants to test the water before making such a commitment. Some of the most successful students in paralegal programs are those who have worked in a secretarial capacity in a law firm or legal department or in a court system and wish to achieve additional skills and a baccalaureate degree. This student already has a foundation of knowledge and

experience from working in the legal system.

Some formal programs for legal assistants offer a "certificate" or "diploma" with no academic credit given. Others are structured as a major in an associate degree or baccalaureate degree program. A very few programs in Michigan are baccalaureate degree programs with a major in the legal assistant area. In spite of the designation "certified legal assistant" sometimes used, this designation refers to one who has taken and passed extensive written tests given by the National Association of Legal Assistants, a private professional organization. This is certainly an accomplishment, but has nothing to do with governmental licensure.

The "Harvard" of the legal assistant scene is the Philadelphia Institute, which is a short, extremely intensive course offering a certificate, but open only to post-baccalaureate students. Roosevelt in Chicago is also very well known for training paralegals and is organized in similar fashion.

The employer is increasingly demanding that the legal assistant program be American Bar Association approved. The ABA has set high standards for legal assistant programs. To give approval to a program, the ABA requires an extensive self-evaluation report which is studied by their education specialist to determine whether it conforms to the set guidelines. An evaluation team is then sent on site to view the program. If the review is successful, the ABA House of Delegates will vote approval of the program at a full meeting of the ABA. In Michigan about seven legal assistant programs out of 17 have been approved by the ABA, with one or two approvals pending. Across the nation, some 30% of all legal assistant programs are ABA approved.

Conclusion

My advice to all students is to get the four-year degree as an absolute top priority and major in legal assisting either as an undergraduate or take a post-baccalaureate program. The reason? These credentials are what the job market is demanding. Many corporations and large law firms will not even consider anyone with fewer qualifications. A legal assistant is a valued member of the legal team and deserves the respect and confidence of other members of the team. This new profession on the legal scene should be welcomed by attorneys across the state as a great aid in disseminating legal services to the public at reasonable cost.

**Send Articles for
MBEA Today to:**

LARRY L. THOMAS

338 Grawn Hall

Central Michigan University

Mt. Pleasant, MI 48859

BAY-ARENAC . . . continued

But accreditation is not a final process. It is a dynamic, ongoing process whereby the outcomes are re-evaluated in terms of the economic and global community needs. Accreditation provides a catalyst for schools to restructure in order to meet the demands of business and industry in a global economy.

Question: What exactly does this mean in a concrete way?

Answer: There are two approaches to accreditation. One, the traditional approach, looks at the books in the library, the credentials of teachers, and other physical factors. The second, however, looks at educational outcomes matched to employer needs: Are students able to meet identified outcomes? This is the route we took.

The accreditation announcement means that the paper check on instructors, curriculum, facilities, and related areas is completed. Now, over a three-year period, Bay-Arenac will pursue a vigorous restructuring process on an as-needed basis to meet the demands of the employment community. New student outcomes are emerging, such as the ability to work and cooperate in small or large groups, to perform work with higher level thinking skills, to understand cooperation as it relates to work, and others.

There is no "sunset" to accreditation. As new demands are made on our students by business and industry, we must strive to accommodate these changes in our training and preparation.

Question: Why did Bay-Arenac seek accreditation? Was Public Act 25 a main reason? Or were there others?

Answer: In the Fall of 1989, I had discussed with Ms. Connie Riopelle, principal of Traverse Bay Area Skill Center, their intent to pursue accreditation. At the same time, I was a member of the Executive Board of the Michigan Association of Secondary School Principals. It just became very apparent that there were times when the vocational centers needed to talk the same language with their academic counterparts on matters of academic requirements, credits, and curriculum. It was also evident that accreditation would be an element of legislation. It was coming "down the pipe."

It became more apparent to me that accreditation is a school improvement process. School improvement was really the driving force. Through discussions with my colleagues I learned of North Central's accreditation program for vocational centers and requested the North Central standards and regulations.

Question: Do you see your accreditation as setting an example for other skill centers to follow?

Answer: We are one of two centers to be accredited in Michigan, but Traverse Bay Area was actually one year ahead of us in the process. But, yes, Bay-Arenac and Traverse Bay Area are doing the trailblazing. Accreditation matches with the intent of all recent legislation and we owe it to our students and the economic community to demonstrate our regard for high standards.

Question: Would you tell us something about the accreditation process itself?

Answer: The 1989-90 year involved creating a commitment, a "buy in" for the whole educational community—Central Office, Board, teachers, staff, everyone. Everyone wanted to know whether accreditation would be good for them and their program. By the Fall of 1990, under the direction of David Rose, curriculum coordinator at BASC, the application process began. Accreditation is a "paperwork monster" requiring validation of staff credentials from the superintendent on down. The curricula of all Center programs had to be reviewed.

There was an on-site review by Bill Bushaw, state director for North Central. A team of instructors and administrators attended the Michigan North Central conference to network with colleagues in elementary and secondary schools around the state who were involved in the accreditation process. The final application was submitted to the Michigan chapter of North Central, reviewed by the committee, and forwarded with the recommendation that accreditation be approved. The two members of my

staff who attended the North Central meeting in Chicago where the announcement was made said it was a tremendous experience, as did those who attended the Michigan conference in Lansing.

Question: Tell us about the business program? How did the business teachers fit into the accreditation process? What are the benefits for them?

Answer: We have 23 programs at Bay-Arenac. The Business Information Processing program clustered about four years ago. We combined the computerized accounting, business clerical office, banking and data processing areas. Our three professional staff are Ken Bourbina, Cathy Dittenber, and Sharon Makar. Cathy Dittenber served on the initial school improvement team, developing mission and belief statements. Sharon Makar and Ken Bourbina are part of the ongoing building steering committee. Their work is very ably supported by paraprofessional Joann Revard.

What do they get out of accreditation? All of the staff and students get the recognition that comes from meeting the same high standards that 1,900 other schools are meeting. That is a public relations benefit as well as an educational benefit. There is definitely the school improvement benefit. Graduation requirements can be met more easily because accreditation allows credit options to occur between the local schools and the skill center. There is no question in meeting college entry requirements, for example, about where the math, science, or language arts credit originated.

Science credit is presently available to some students enrolled in seven BASC programs, and mathematics and language arts through the business program will soon be recognized. The question of how much credit is awarded to the student must be determined by the local schools, but the students complete competency exams (both performance based and written) upon exiting from programs. This is the foundation for credit options and articulation.

Another part of the articulation process is that students in the business program can get credit for at least three post-secondary classes through Delta Community College. I believe our business program has been a real trailblazer because of the interest and commitment of our staff.

Question: If you had one message for business teachers about accreditation, what would it be?

Answer: That would have to be to put "turfdom" aside. All business teachers, regardless of the school, need to work together. Our work cannot be a "ME" process; it must be a "WE" process. This is a matter of national economic survival. Most importantly, our students will suffer if we do not work together in a ladderized, seamless process to meet the demands of the local and global economic community.

THIRD GRADE . . . continued

offered to all students to review keyboarding and improve word processing.

As a teacher who had taught only at the secondary level, the idea of teaching third grade was scary. Elementary students do not behave in the same manner as high school students. In some ways you must be very regimented, yet you must be able to accept the affection they give. I found that, the longer I taught this level, it was a very refreshing part of my day. Elementary students show their enthusiasm constantly and are very eager to learn. I also, must give alot of thanks to the help and support of our third grade teachers. They have always been very supportive of this program. Without them, this program would not be the success it is.

Our elementary keyboarding program will have an effect on our secondary business curriculum. As the students enter high school, our typing curriculum will need to be changed. I also feel that introducing business instruction such as keyboarding at the elementary level will increase awareness and enthusiasm for our business curriculum. We will begin to look at curriculum changes this year.

I feel the elementary keyboarding class can only enhance our business program as long as we are willing to change. Our students will become more computer literate due to this class and will enable us to provide more advanced training to our students when they reach the high school.

MBEA Today
Larry L. Thomas
338 Grawn Hall
Central Michigan University
Mt. Pleasant, MI 48859

NONPROFIT ORG.
U.S. POSTAGE
PAID
MT. PLEASANT, MI 48859
PERMIT NO. 93

MBEA MEMBERSHIP FORM: Complete this form **ONLY IF YOU ARE NOT A CURRENT MEMBER** (July 1, 1990-December 31, 1991). The next issue of MBEA Today will carry the 1992 membership renewal form. This form should be used by non-renewed or new members who intend to participate in the 53rd Annual MBEA Convention or who want to join for the remainder of 1991.

Michigan Business Education Association

Membership Application

July 1, 1990, through December 31, 1991

(Please print; submit one application for each person)

☐ New

☐ Renewal (☐ Check here if this is a change of address)

Social Security # - -

Personal Title FIRST NAME INITIAL LAST NAME

STREET ADDRESS

CITY STATE ZIP CODE

COUNTY OF EMPLOYMENT MBEA REGION (Check one):* ☐ I ☐ II ☐ III ☐ IV ☐ V

EMPLOYER (School or Company)

***Note:** You must fill in county and region of employment to receive Fall conference information.

Position:

- ☐ Teacher
☐ Supervisor
☐ Administrator
☐ Consultant
☐ Other _____

School:

- ☐ Public
☐ Private

Institutional Affiliate:

- ☐ Junior High ☐ College/University
☐ Secondary ☐ City/County Supervisor
☐ Skill Center ☐ State Dept. of Education
☐ Retired ☐ Junior/Community College
☐ Business College ☐ Private Business School

MBEA Dues:

- ☐ Professional (Regular) Membership ...\$15.00
☐ Full-Time Retired\$ 5.00
☐ Student (Undergraduate)\$ 5.00

STUDENTS:

List University/College: _____

Optional Membership Dues:

- ☐ MOEA Professional Membership\$20.00
☐ MOEA Student (Undergraduate)\$ 5.00
☐ Business Teachers Club-Metro Detroit \$ 5.00

Send your check (made payable to MBEA) with your completed application to:

Joyce Chaffee
Adult Career Training
30600 Northwestern Highway
Farmington Hills, MI 48334

Signature of Teacher Educator: _____

FOR OFFICE USE	
Date Received	
Check #	
Amount of Check	
Date Filed	